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ABSTRACT

This document contains statistical data related to education. The booklet begins with an executive summary in English, Japanese, French, and Russian. The data is divided into nine general sections. The first section is population and contains: (1) world and regional perspectives; (2) sub-regional trends; (3) population perspectives by country; (4) young age and school age population; and (5) demographic dynamics and implications. The second section is literacy and contains: (1) regional literacy trends; (2) situation by subsection; and (3) prospects at country level. The third section is overall participation in education and contains: (1) progress in overall enrollment; (2) changes in weight by level; and (3) participation of girls. The fourth section is pre-primary education and contains: (1) growth trends; (2) enrollment ratios; and (3) girls in pre-primary education. The fifth section is primary education and contains: (1) changes in enrollment trends; (2) participation and prospects; (3) implications for Universal Primary Education; (4) access to grade 1; (5) retention; and (6) coefficient of efficiency. The sixth section is secondary education and contains: (1) regional and subregional trends; (2) level of participation; (3) transition from 1st to 2nd level education; and (4) technical/vocational secondary education. The seventh section is higher education and contains: (1) expansion in enrollment; (2) students enrolled per 100,000 inhabitants; (3) female students; (4) enrollment by field of study; and (5) students abroad. The eighth section is teachers and contains: (1) overall trends; (2) subregional trends; and (3) pupil-teacher ratio. The ninth section covers finance: (1) changes in constant prices; (2) public expenditure on education as percentage of Gross National Product; (3) public spending on education as percentage of government expenditure; (4) distribution by level of education; (5) expenditure per pupil/student; and (6) expenditure by purpose. Four statistical tables conclude the document. (DK)

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Sixth Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia and the Pacific

Organized by UNESCO with the co-operation of ESCAP

Kuala Lumpur, 21-24 June 1993

Development of Education in Asia and the Pacific: A Statistical Review

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

SIXTH REGIONAL CONFERENCE OF MINISTERS OF EDUCATION AND THOSE RESPONSIBLE FOR ECONOMIC PLANNING IN ASIA AND THE PACIFIC

(Kuala Lumpur, 21-24 June 1993)

DEVELOPMENT OF EDUCATION IN ASIA AND THE PACIFIC : A STATISTICAL REVIEW

CORRIGENDUM

Table B. Gross enrolment ratio by level and by sex

- **Philippines**: The data for 1st level in 1990 should read: 110.

Table C. Enrolment by level of education

- **Korea, D.P. Rep. of**: Data on enrolment for second level education should read:

	MF	%F
1987	4) 2 468 000	4) 49

Table D. Teachers by level of education

- **India**: Data on teachers in second level education should read:

	MF	%F
1980	7) 1 731 978	7) 30
1985	7) 2 126 733	7) 31
1990	7) 2 331 797	7) 33

- **Korea, D.P. Rep. of**: Data on teachers in second level education should read:

	MF	%F
1987	7) 111 000	7) 60

- **New Zealand**: Data on teachers in second level education should read:

	MF	%F
1980	12)13) 22 893	12)13) 66
1985	12)13) 16 547	12)13) 70
1989	12)13) 16 154	12)13) 75

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Division of Statistics

ED-93/CONF 202/LD.13

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EXECUTIVE SUMMARY

1. Total population in the 45 countries and territories of Asia and the Pacific increased from 2,326 millions in 1970 to 3,352 millions in 1990 - by more than 1,000 millions - and is projected to grow to almost 4,000 millions by the year 2000. The region accounts for 63 per cent, that is almost two-thirds, of the world's population.

2. Young-age population 0-14 years old shall grow from 1,069 millions in 1990 to more than 1,200 millions by the end of the century, while adults aged fifteen years and above shall increase from around 2,300 millions to more than 2,700 millions during the same period. Population of 6-11 years old, generally considered to correspond to primary education, is expected to grow by some 72 millions: from 409 millions in 1990 to 481 millions by the year 2000.

3. Literate adult population in the developing countries of the region more than doubled over the two decades 1970-1990: from 763 millions to an estimated 1,580 millions. But the illiterate adult population did not decrease: it continued to grow from 638 millions in 1970 to almost 700 millions in 1990.

4. The number of male illiterates in the region seemed to have reached its peak of 254 millions in the early 1980s and has since started on a descending trend. Female illiterates however continued to grow rapidly in size from 392 millions in 1970 to an estimated 446 millions in 1990.

5. Overall enrolment at all levels of regular education grew from 388 millions in 1970 to 550 millions in 1980 and to 637 millions in 1990. The growth was particularly rapid in pre-primary and higher education, at more than 4 per cent per year.

6. Girls' participation in education has steadily improved, to reach regional levels of 47.8 per cent of total enrolment in pre-primary education, 45.2 per cent in primary, 42.1 per cent in secondary, and 38 per cent in higher education. Further effort will be required to attain gender parity, particularly in secondary and higher education.

7. Enrolment in pre-primary education increased from 30.3 millions in 1980 to 46.9 millions in 1990 - by about 55 per cent. Only very few countries have been able to provide access to pre-primary education for more than 40 per cent of the young age children.

8. Despite the existence of an apparent regional capacity to enrol 373 million children and youth, plus gross enrolment ratios of more than 100 per cent in the majority of countries, universalisation of primary education for the region as a whole shall require substantial additional efforts in rationalizing the school networks and in creating at least 100 million more primary school places before the year 2000.

9. Retention to grade 4 of primary school pupils improved in most countries, to reach levels of 90 per cent or more. Internal efficiency remains low in those countries that are concurrently having difficulties in enrolling all primary school-age population.

10. Enrolment capacity in secondary education, reaching a total of 191 millions for the region as a whole in 1990, is very unevenly distributed, with the majority of countries and territories being able to enrol only less than 60 per cent of the secondary school-age population. Rising transition rates from primary to secondary education to over 75 per cent show that such capacities are being expanded, especially in countries aiming at extending the period of compulsory education.

11. The technical/vocational stream accounted for at least 10 per cent of total enrolment in secondary education in 11 countries and territories of Asia and the Pacific.

12. Total enrolment in higher education more than doubled over the two decades 1970-1990 - from 11 millions to almost 26 millions. There was an acceleration during the 1980s, especially in Southern Asia.

13. The density of students in higher education in relation to the population can be as high as one in every 25 inhabitants, as in the Republic of Korea. Most countries in Asia and the Pacific, however, were able to accommodate only less than 500 students for every 100,000 inhabitants, i.e. fewer than one student for every 200 inhabitants.

14. More than 50 per cent of Asian and Pacific students in higher education study social sciences, humanities and education science, and this particularly for female students. Around 20 to 30 per cent can be found in natural sciences and engineering specializations; and generally less than 10 per cent each in medical sciences and agricultural sciences.

15. There were about 416 thousand Asian and Pacific students studying abroad in 1990, representing 35 per cent of the world total. More than half (57 per cent) of them can be found in Northern America. China, Japan, Republic of Korea, India, Malaysia and the Islamic Republic of Iran were the principal countries of origin.

16. The total teaching force in the region almost doubled during 1970-1990 - from 15 millions to 29 millions. It more than tripled at the pre-primary level; and more than doubled in secondary and higher education. For primary education, the number of teachers increased by 59 per cent, as compared to the corresponding growth of 40 per cent for enrolment.

17. Ratios of pupils to teachers consistently decreased, to regional averages of 16 for pre-primary education, 27 for primary education and 18 for secondary education. There exist wide disparities among the countries, ranging from 14 to 63 pupils to each teacher as far as primary education is concerned.

18. Public spending on education increased in real terms in many countries during the 1980s. It doubled in 7 countries and territories; and increased by more than 50 per cent in 4 countries.

19. Many countries in the region continued to devote 3 per cent or less of GNP to education. Only the developed countries and the island states spent the equivalent of 5 per cent or more of GNP on education.

20. Spending on pre-primary and primary education taken together often accounts for one-third to one-half of total public current expenditure on education. The share of expenditure on secondary education is generally around one-fourth of the total; and higher education can account for 12 to 20 per cent.

21. In most countries of the region, a primary school pupil would require financial resources equivalent to around 10 per cent of GNP per capita, as compared to 15 per cent for a secondary school student, and 100 per cent for a student pursuing higher education. There can be considerable variations among the countries.

22. Teachers' emoluments in general account for between 58 to 86 per cent of all public current expenditure on education. With very few exceptions, less than 10 per cent of public current expenditure is devoted to teaching materials, scholarships and welfare services in education taken together.

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执 行 概 要

1. 亚洲和太平洋区域45个国家和地区的总人口从1970年的23.26 亿增至1990年的33.52 亿——增加10亿多——预计到2000年会增至39.45 亿。该地区占世界人口的63% ，几乎三分之二。
2. 到本世纪末，0 至14岁的儿童人口将从1990年的10,69 亿增至12亿以上，而十五岁及十五岁以上的成年人在同期将从约23亿增至27亿以上。6 到11岁的小学人口预计增长约7,200 万——从1990年的4.09亿增至2000年的4.81亿。
3. 该地区各发展中国家识字的成年人口在1970到1990的二十年间增长了一倍多——从7.63亿增至约15.8亿。但成人中的文盲人口并未减少：从1970年的6.38亿增至1990年的近 7亿。
4. 本世纪八十年代初，男性文盲数似乎已达到高峰，为2.54亿，此后即呈下降趋势。女性文盲数却继续激增。从1970年的3.92亿估计增至1990年的4.46亿。
5. 各级正规教育的总入学人数从1970年的3.88亿增至1980年的 5.5亿，1990年增至6.37亿。学前及高等教育的增长特别迅速，每年为4%以上。
6. 女子参与教育的情况持续地得到改善，在亚太地区的总入学人数中，学前教育占47.8% 、小学占45.2% 、普通中学占42.1% 、高等教育占38% 。应进而发展不同性别在教育上的平等待遇，特别是在中、高等教育中。
7. 学前教育的地区总入学人数从1980年的3030万增至1990年的4690万——增长约 55%。仅有极少数国家可为 40%以上的儿童提供学前教育。
8. 尽管该地区目前显然有能力招收3.73亿儿童和青年入学，而且大多数国家总入学率为100%以上，总体上说，该地区初等教育的普及工作仍须加倍努力，以在2000年以前对学校网点进行合理布局，并至少再增加提供一亿个初等学校的就学机会。
9. 在大多数国家，小学四年级前不中途退学的情况得以改进，达到 90%或以上。那些无法招收所有的适龄人口进入小学的国家，同时也有内部效率低下的情况。
10. 总的说来，该地区1990年的中等教育入学人数总计达1.91亿，但分布极不平衡，大多数国家和地区只能招收不到 60%的中学适龄人口。小学到中学的升学率逐渐增至 75%以上，表明中学招生能力正得以加强，特别是在着眼于延长义务教育期的国家。
11. 按程度分班的技术／职业教育在11个亚太国家和领土的中等教育总招生量中，至少占百分之十。
12. 高等教育的总招生量与1970到1990二十年间的总招生量相比增加了一倍多，即从1,100 万增至近2,600 万。在八十年代，增长率加速，尤以南亚为甚。
13. 大学生的人数与总人口的比例可以高达 1比25（例如大韩民国就是如此）。但是，大多数亚太国家能从10万个居民中招收的大学生不到 500人，即从每 200个居民中能勉强招收 1名大学生。
14. 百分之50的亚太地区大学生攻读社会科学、人文学和教育学，这种情形尤以女生为烈。约百分之20到30的大学生攻读自然科学和工程专业，而医学和农学专业的学生通常不超过百分之10。
15. 1990年，在国外留学的亚太大学生达415,661 名，占世界留学生人数的百分之35，其中半数以上（百分之57）在北美留学。中国、日本、大韩民国、印度、马来西亚和伊朗伊斯兰共和国是主要的学生来源国。
16. 此地区的教师总人数从1,500 万上升到2,900 万，从1970到1990年间，几乎翻倍。学前教育的教师增加了三倍以上，而中等和高等教育教师则增加了一倍多。在小学教育方面，和招生数的相应增长额百分之40相比，教师人数则增加了百分之59。

17. 学生对教师的比例持续降低，学前教育的地区性平均比例是16，小学教育的是27，中等教育的则是18。各国在这方面差别甚大，就小学教育而言，学生对教师的比例范围从14比 1直扩展到63比 1。

18. 在八十年代，很多国家在教育方面的公费都确实增加了，有 7个国家和领土教育经费加倍，有 4个国家的教育经费增加了百分之50多。

19. 亚太地区的大多数国家继续将国民生产总值的百分之 5以下用于教育。只有发达国家和岛屿国家才为教育支付相当于其国民生产总值的百分之 5或更多。

20. 学前教育和小学教育的费用总共通常占同期教育公费总额的三分之一到二分之一。中等教育费用一般占教育公费总额的四分之一，高等教育费用则可占百分之12到百分之20。

21. 在这个地区的大多数国家，一名小学生所需的财政经费约等于人均国民生产总值的百分之10。与此相较，一名中学生需该总值的百分之15，一名大学生需该总值的百分之 100。不过各国的实际情况可能有相当大的变异。

22. 教师的工资一般占教育公费总额的百分之60到86。除了少数例外国家，用于教学资料，奖学金、及教育福利事业的经费，合计一般来说低于教育公费百分之10。

RESUME

1. La population totale des 45 pays et territoires d'Asie et du Pacifique est passée de 2 milliards 326 millions d'habitants en 1970 à 3 milliards 352 millions en 1990 - soit une augmentation de plus d'un milliard - et d'après les projections elle devrait atteindre d'ici à l'an 2000 près de 4 milliards d'habitants. La région compte 63 %, soit près des deux tiers, de la population mondiale.

2. Le nombre des jeunes âgés de 0 à 14 ans passera d'1 milliard 69 millions en 1990 à plus d'1 milliard 200 millions d'ici à la fin du siècle, tandis que celui des adultes âgés de 15 ans et plus passera pendant la même période de quelque 2 milliards 300 millions à plus de 2 milliards 700 millions. On prévoit que la population des 6-11 ans, groupe d'âge généralement considéré comme correspondant à la fréquentation de l'école primaire, augmentera de près de 72 millions d'enfants, passant de 409 millions en 1990 à 481 millions d'ici à l'an 2000.

3. La population adulte alphabétisée des pays en développement de la région a plus que doublé au cours des deux décennies de la période 1970-1990 : de 763 millions de personnes, on estime qu'elle est passée à 1 milliard 580 millions. Mais le nombre des adultes analphabètes n'a pas diminué : de 638 millions en 1970, il a continué d'augmenter pour atteindre près de 700 millions en 1990.

4. Le nombre des analphabètes de sexe masculin de la région semble avoir culminé à 254 millions au début des années 80 et a commencé depuis lors à diminuer. Cependant, le nombre des femmes analphabètes a continué de progresser rapidement, passant de 392 millions en 1970 à un chiffre estimé à 446 millions en 1990.

5. Les effectifs globaux de tous les niveaux de l'enseignement ordinaire sont passés de 388 millions en 1970 à 550 millions en 1980 et 637 millions en 1990. C'est dans l'enseignement préprimaire et l'enseignement supérieur que l'augmentation a été particulièrement rapide, dépassant 4 % par an.

6. La participation des filles dans l'enseignement s'est régulièrement améliorée, représentant au niveau de la région 47,8 % des effectifs totaux dans l'enseignement primaire, 45,2 % dans le primaire, 42,1 % dans l'enseignement secondaire et 38 % dans l'enseignement supérieur. Un nouvel effort sera nécessaire pour parvenir à l'égalité des sexes, en particulier dans l'enseignement secondaire et l'enseignement supérieur.

7. Les effectifs de l'enseignement préprimaire sont passés de 30,3 millions en 1980 à 46,9 millions en 1990, soit une augmentation d'environ 55 %. Très rares sont les pays qui ont réussi à assurer l'accès à l'enseignement préprimaire de plus de 40 % des jeunes enfants.

8. Même si la région est apparemment en mesure de scolariser 373 millions d'enfants et de jeunes, avec des taux de scolarisation bruts de plus de 100 % dans la majorité des pays, l'universalisation de l'enseignement primaire dans l'ensemble de la région suppose de nouveaux efforts substantiels pour rationaliser les réseaux scolaires et créer avant l'an 2000 au moins 100 millions de places supplémentaires dans le primaire.

9. Dans la plupart des pays, le taux de rétention des élèves jusqu'à la quatrième année d'études primaires s'est amélioré, atteignant 90 % ou davantage. L'efficacité interne demeure faible dans les pays qui éprouvent en même temps des difficultés à scolariser la totalité des enfants en âge de fréquenter l'école primaire.

10. La capacité de scolarisation dans le secondaire, qui était au total, en 1990, de 191 millions d'élèves pour l'ensemble de la région, est très inégalement répartie, la majorité des pays et territoires ne pouvant scolariser que moins de 60 % de la population en âge d'accéder à l'enseignement secondaire. La hausse - jusqu'au-delà de 75 % - des taux de passage du primaire dans le secondaire indique que cette capacité est en expansion, surtout dans les pays qui cherchent à allonger la durée de la scolarité obligatoire.

11. Les filières techniques et professionnelles regroupent au moins 10 % des effectifs totaux de l'enseignement secondaire dans 11 des pays et territoires de l'Asie et du Pacifique.

12. Les effectifs totaux de l'enseignement supérieur ont plus que doublé au cours des deux décennies de la période 1970-1990, passant de 11 millions à près de 26 millions d'étudiants. Les années 80 ont marqué une accélération, spécialement en Asie du Sud.

13. La densité d'étudiants de l'enseignement supérieur dans la population peut atteindre, comme en République de Corée, un étudiant pour 25 habitants. Toutefois, dans la plupart des pays d'Asie et du Pacifique, on ne compte encore que moins de 500 étudiants pour 100.000 habitants, soit moins d'une personne sur 200.

14. A l'échelle de la région, plus de 50 % des étudiants inscrits dans l'enseignement supérieur font des études de sciences sociales, sciences humaines ou sciences de l'éducation ; c'est particulièrement le cas des femmes. Vingt à 30 % des étudiants environ ont choisi de s'orienter vers les sciences exactes et naturelles et les spécialisations de l'ingénierie ; on en trouve généralement moins de 10 % dans le secteur des sciences médicales et dans celui des sciences agronomiques.

15. En 1990, environ 416.000 ressortissants de pays d'Asie et du Pacifique effectuaient des études à l'étranger, représentant 35 % du total mondial des étudiants expatriés. Plus de la moitié d'entre eux (57 %) se trouvaient en Amérique du Nord. La Chine, le Japon, la République de Corée, l'Inde, la Malaisie et la République islamique d'Iran étaient les principaux pays d'origine.

16. L'effectif total du corps enseignant a presque doublé dans la région au cours de la période 1970-1990, passant de 15 à 29 millions. Il a plus que triplé au niveau préprimaire et plus que doublé dans l'enseignement secondaire et l'enseignement supérieur. Pour ce qui est de l'enseignement primaire, le nombre des maîtres a augmenté de 59 %, parallèlement à un accroissement de 40 % des effectifs scolaires.

17. Le nombre d'élèves par enseignant n'a cessé de baisser, pour s'établir à une moyenne régionale de 16 dans l'enseignement préprimaire, 27 dans l'enseignement primaire et 18 dans l'enseignement secondaire. Ces moyennes recouvrent d'importantes disparités entre les pays, le nombre d'élèves par maître variant de 14 à 63 dans l'enseignement primaire.

18. En termes réels, les dépenses publiques d'éducation ont augmenté dans de nombreux pays au cours des années 80. Elles ont doublé dans sept des pays et territoires et augmenté de plus de 50 % dans quatre pays.

19. Beaucoup de pays de la région ont continué à ne consacrer que 3 % ou moins de leur PNB à l'éducation. Seuls les pays développés et les Etats insulaires ont affecté à l'éducation l'équivalent d'au moins 5 % de leur PNB.

20. Ensemble, les dépenses consacrées à l'enseignement préprimaire et à l'enseignement primaire représentent souvent entre un tiers et la moitié du total des dépenses publiques ordinaires d'éducation. La part des dépenses bénéficiant à l'enseignement secondaire avoisine en général un quart du total, et la part consacrée à l'enseignement supérieur peut en représenter 12 à 20 %.

21. Dans la plupart des pays de la région, le coût d'un élève du primaire équivaut à près de 10 % du PNB par habitant, contre 15 % pour un élève de l'enseignement secondaire et 100 % pour un étudiant de l'enseignement supérieur. Mais il peut y avoir de très importantes variations d'un pays à l'autre.

22. Les rémunérations des enseignants représentent en général 58 à 86 % du total des dépenses publiques ordinaires d'éducation. A de très rares exceptions près, moins de 10 % de celles-ci vont, globalement, aux matériels didactiques, aux bourses et aux services sociaux du secteur éducatif.

РАБОЧЕЕ РЕЗЮМЕ

1. Общая численность населения 45 стран и территорий Азии и Тихого океана возросла с 2 326 млн. в 1970 г. до 3 352 млн. в 1990 г. – более чем на 1 000 млн. – и, по прогнозам, возрастет практически до 4 000 миллионов к 2000 году. На этот регион приходится 63%, т.е. почти две трети мирового населения.

2. Число детей в возрасте 14 лет возрастет с 1 069 млн. в 1990 г. до более чем 1 200 млн. к концу столетия, в то время как взрослое население в возрасте от 15 лет и старше возрастет за этот же период примерно с 2 300 млн. до более чем 2 700 млн. Ожидается, что численность населения от 6 до 11 лет, как правило рассматриваемого, как относящегося к младшему школьному возрасту возрастет примерно на 72 млн.: с 409 млн. в 1990 г. до 481 млн. к 2000 году.

3. За два десятилетия с 1970 г. по 1990 г. численность грамотного взрослого населения в развивающихся странах возросла более чем в два раза: с 763 млн. до примерно 1 580 млн. Однако численность неграмотного взрослого населения не сократилась: она продолжала расти – с 638 млн. в 1970 г. до почти 700 млн. в 1990 г.

4. Численность неграмотного мужского населения в регионе, по–видимому, достигла своего пика в 254 млн. в начале 80–х годов и с тех пор отмечается тенденция к ее снижению. Тем не менее, численность неграмотного женского населения продолжала быстро расти – с 392 млн. в 1970 до примерно 446 млн. в 1990 г.

5. Общий контингент учащихся на всех уровнях обычного образования возрос с 388 млн. в 1970 г. до 550 млн. в 1980 г. и до 637 млн. в 1990 г. Этот рост был особенно быстрым в системах дошкольного воспитания и высшего образования и составлял более 4% в год.

6. Доля девочек и девушек, охваченных образованием неуклонно росла и достигла по региону 47,8% от общего контингента учащихся в системе дошкольного воспитания 45,2% в системе начального образования, 42,1% в системе среднего образования и 38% в системе высшего образования. Необходимо будет предпринять дальнейшие усилия для достижения равенства между полами, особенно в системах среднего и высшего образования.

7. Контингент учащихся в системе дошкольного воспитания возрос с 30,3 млн. в 1980 г. до 46,9 млн. в 1990 г., т.е. увеличился примерно на 55%. Лишь очень небольшое число стран смогли обеспечить доступ к дошкольному воспитанию для более чем 40% детей младшего возраста.

8. Несмотря на видимое наличие в регионе возможностей для охвата образованием 373 млн. детей и молодежи, не считая того, что общий уровень охвата образованием составляет более 100% в большинстве этих стран, для обеспечения всеобщего охвата начальным образованием в регионе в целом потребуются значительные дополнительные усилия по рационализации школьных сетей и созданию до 2000 г. по меньшей мере еще 100 млн. мест в начальных школах.

9. Контингент учащихся, оставшийся после отсева до 4 класса в начальных школах, возрос в большинстве стран и достиг 90% и более. Внутренняя эффективность остается низкой в тех странах, которые в настоящее время сталкиваются с трудностями в деле охвата образованием всего населения младшего школьного возраста.

10. Возможности по охвату средним образованием, которые достигли в 1990 г. в целом 191 млн. по всему региону, распределены весьма неравномерно, причем большинство стран и территорий могут охватить этим видом образования лишь менее 60% населения среднего школьного возраста. Повышение доли учащихся, переходящих из начальной школы в среднюю до более чем 80% показывает, что такие возможности увеличиваются, особенно в странах, стремящихся расширить период обязательного образования.

11. На техническое/профессиональное образование приходилось по меньшей мере 10% от общего контингента учащихся в среднем образовании в 11 странах и территориях Азии и Тихого океана.

12. За два десятилетия с 1970 г. по 1990 г. общий контингент учащихся в системе высшего образования возрос более чем в два раза – с 11 млн. почти до 26 млн. В 80–е годы отмечалось ускорение темпов роста, особенно в Южной Азии.

13. Число студентов в системе высшего образования по отношению к численности населения может быть весьма высоким и составлять 1 на каждые 25 жителей, как например, в Корейской Республике. Однако в большинстве стран Азии и Тихого океана этот показатель составляет менее 500 студентов на каждые 100 000 жителей, т.е. он меньше чем 1 студент на каждые 200 жителей.

14. Более 50% студентов в системе высшего образования в странах Азии и Тихого океана изучают социальные, гуманитарные науки и педагогику: это особенно характерно для студенток. Примерно от 20% до 30% студентов изучают естественные науки и инженерное дело и, как правило, менее 10% – медицинские и сельскохозяйственные науки.

15. В 1990 г. насчитывалось примерно 416 студентов из стран Азии и Тихого океана, которые обучались за границей, что составляет 35% от этого числа во всем мире. Более половины из них (57%) обучались в Северной Америке. Китай, Япония, Корейская Республика, Индия,

Малайзия и Исламская Республика Иран являлись основными странами, откуда выезжали на учебу студенты.

16. В 1970–1990 гг. общая численность преподавательского состава возросла почти в два раза – с 15 млн. до 29 млн. Она возросла более чем в три раза на уровне дошкольного воспитания и более чем в два раза в системах среднего и высшего образования. В начальном образовании численность учителей возросла на 59% по сравнению с соответствующим ростом контингента учащихся на 40%.

17. Соотношение учащийся/учитель постоянно сокращалось и достигло региональных средних показателей, составляющих 16 учащихся на одного учителя в системе дошкольного образования, 27 – начального образования и 18 – в системе среднего образования. Между странами отмечаются значительные различия, причем в системе начального образования этот показатель колеблется от 14 до 63 учащихся на каждого учителя.

18. В 80-е годы государственные расходы на образование возросли в реальном выражении во многих странах. Они удвоились в семи странах и территориях и возросли более чем на 50% в четырех странах.

19. Многие страны региона по-прежнему выделяли 3% или менее своего ВНП на образование. Лишь развитые страны и островные государства выделяли 5% или более своего ВНП на образование.

20. Расходы на дошкольное воспитание и начальное образование в целом зачастую составляют от одной трети до половины общих текущих государственных расходов на образование. Доля расходов на среднее образование, как правило, составляет около одной четвертой общих расходов, а на высшее образование может приходиться от 12% до 20% расходов.

21. В большинстве стран региона на учащегося начальной школы требуются финансовые средства, равные примерно 10% ВНП на душу населения, по сравнению с 15% для учащегося средней школы и 100% для студента, обучающегося в системе высшего образования. Между странами могут отмечаться значительные различия.

22. На зарплату учителей в целом приходится от 58% до 86% всех текущих государственных расходов на образование. За весьма незначительными исключениями, менее 10% текущих государственных расходов приходится на учебные материалы, стипендии и социальное обеспечение в сфере образования в целом.

Introductory remarks

The Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V), held in Bangkok, Thailand, from 4 to 11 March 1985 reviewed the development of education in the region during the period 1970 to 1982. The purpose of the present report is to analyze the trends observed since MINEDAP V, and to highlight the perspectives and implications for future development of education up to the year 2000.

Geographical coverage

This review presents statistics related to education made available to UNESCO by the 45 countries and territories in the Asia and Pacific region, and they are listed and classified below by sub-regions. *(1)*

At the date of completion of this report, relevant statistics on the newly independent states in Asia of the former U.S.S.R. were not available. Data for

Southern Asia and Turkey

Afghanistan
Bangladesh
Bhutan
India
Islamic Republic of Iran
Maldives
Nepal
Pakistan
Sri Lanka
Turkey

South-eastern Asia

Brunei Darussalam
Cambodia
Indonesia
Lao People's Democratic Republic
Malaysia
Myanmar
Philippines
Singapore
Thailand
Viet Nam

Former U.S.S.R.

Eastern Asia

China
Hong Kong
Japan
Democratic People's Republic of Korea
Republic of Korea
Mongolia

Oceania

American Samoa
Australia
Cook Islands
Fiji
French Polynesia
Guam
Kiribati
Nauru
New Caledonia
New Zealand
Niue
Papua New Guinea
Samoa
Solomon Islands
Tokelau
Tonga
Tuvalu
Vanuatu

(1) The sub-regional groupings follow those of the United Nations Population Division.

the former U.S.S.R. for the period 1970-1990 have therefore been included in this report.

The analysis in this paper has been made on the basis of individual country statistics and regional and sub-regional aggregates. For certain tables such as the ones on literacy and students studying abroad, Australia, Japan, New Zealand, and the former U.S.S.R. are grouped and shown under the heading of 'developed countries', with the remaining countries and territories included in the 'developing countries and territories', and in their appropriate sub-regions. For practical reasons of space and conciseness, shortened forms of regional, sub-regional, and country names are used in tables, graphs and text, for example 'Southern Asia' is used throughout this document to denote 'Southern Asia and Turkey'; 'Lao PDR' to represent 'Lao People's Democratic Republic'; 'Korea, D.P. Rep. of' for 'the Democratic People's Republic of Korea'; 'Iran, Isl. Rep. of' for 'the Islamic Republic of Iran'; 'Korea, Rep. of' for 'the Republic of Korea' and others.

Data sources

The statistics used in this report were supplied by countries and territories in response to the regular annual UNESCO statistical questionnaires, supplemented by data extracted from national publications. Data are normally presented for the school years 1980/81, 1985/86 and the latest years, but for clarity the notation adopted is 1980, 1985, etc. (i.e. the year in which the school year or fiscal year begins). In order to ensure comparability over time, the regional and sub-regional aggregates may include estimates either of missing data or adjusted data according to the present education structure for countries which changed their structure during the period under review.

Reference data on population were drawn from the 1990 update of world population estimates and projections (medium variant) prepared by the United Nations Population Division. Those on gross national product (GNP) are based on the latest World Bank estimates.

Terminology

Exact definitions of most of the terms used in this report can be found in the International Standard Classification of Education (ISCED). The terms 'pre-primary', 'primary', 'secondary' and 'higher' education are used as synonyms to respectively 'education preceding the first level', 'first level', 'second level', and 'third level' education as defined in ISCED.

The following symbols are used in the statistical tables to denote:

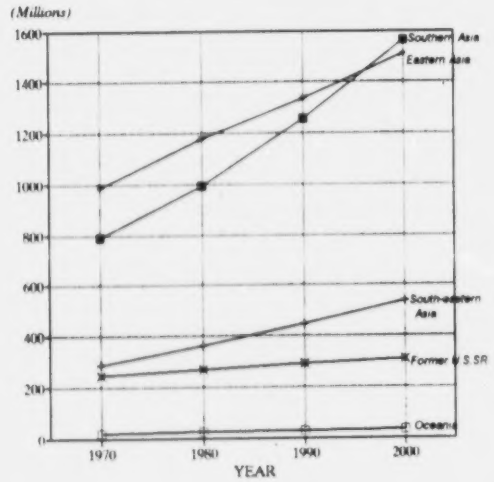
...	Data not available
*	Provisional or estimated data
-	Magnitude nil
0.0	Magnitude less than half of the unit employed
.	Category not applicable
./.	Data included elsewhere with another category
-->	Data included in the figure to the left
<--	Data included in the figure to the right

1 Population

1.1 World and regional perspectives

Population in the 45 countries and territories of the Asia and Pacific region increased over the past two decades by more than 1,000 millions: from 2,326 millions in 1970 to an estimated 3,352 millions in 1990 (see Table 1). Estimates and projections made in 1990 by the United Nations Population Division foresee this population to further increase by another 600 millions during the 1990s, to reach 3,945 millions by the year 2000. The region is expected to continue to account for 63 per cent, that is almost two-thirds, of the world's population.

Figure 1. Population in Asia and the Pacific by sub-region 1970-2000



1.2 Sub-regional trends

Population growth among the sub-regions over the past decades has been marked by a gradual shift in the relative weight of population, from Eastern Asia to Southern and South-eastern Asia. As population growth in Eastern Asia continues to slow down to annual rates of around 1.2 per cent, it is likely to be surpassed in size by the population of Southern Asia by the second half of the 1990s (see Figure 1).

Table 1. Population in the world and in Asia and the Pacific by sub-region, 1970-2000 (in millions)

	1970	1980	1990	2000	Average annual growth rate (%)		
					1970-80	1980-90	1990-2000
WORLD	3 698	4 448	5 292	6 261	1.86	1.75	1.70
ASIA AND PACIFIC	2 326	2 818	3 352	3 945	1.94	1.75	1.64
As % of world total	62.9	63.4	63.3	63.0			
Southern Asia and Turkey	790	993	1 256	1 562	2.31	2.38	2.20
South-eastern Asia	287	360	445	535	2.29	2.14	1.86
Eastern Asia	987	1 176	1 336	1 510	1.77	1.28	1.23
Oceania	19	23	26	30	1.93	1.23	1.44
Former U.S.S.R.	243	266	289	308	0.91	0.83	0.64

Source: Population Division of the United Nations (1990 assessment, Medium variant)

With average growth rates of 2.3 per cent per year(see Table 1), population in Southern Asia increased by almost 60 per cent in the past two decades, to reach 1,256 million in 1990. Its share in the regional total also jumped from 34 per cent in 1970 to 37 per cent at present, and is foreseen to reach 40 per cent by the year 2000, and this despite a slightly reduced growth rate of 2.2 per cent per annum during the 1990s.

Population in South-eastern Asia grew during the 1970s at rates of 2.3 per cent per annum. This slowed down slightly to 2.14 per cent in the 1980s, and is seen to drop to 1.86 per cent per year in the current decade. Even at this reduced rate, however, South-eastern Asia shall continue to account for more than 13 per cent of the regions' population.

Growth rates in both Eastern Asia and Oceania fell below 2 per cent in the 1970s. They continued to decrease rapidly, to around 1.3 per cent in the 1980s, and are projected to remain at this level in the current decade. At this rate, the share of Eastern Asia in the regional total will fall to 38 per cent by the year 2000, with a projected population of 1.5 billions.

1.3 Population perspectives by country

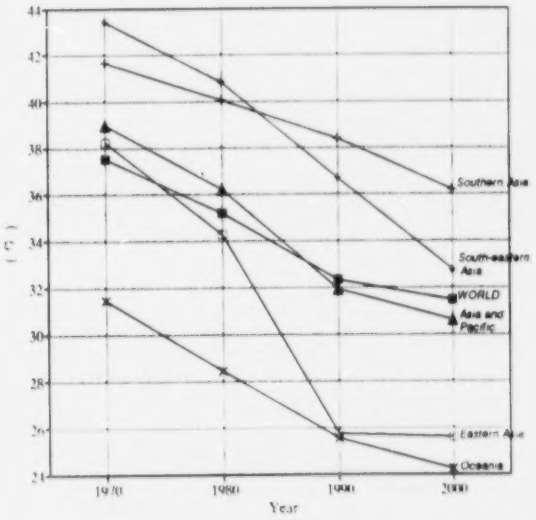
Population growth in the coming decade is expected to continue with annual rates higher than 2 per cent in: Afghanistan, Bangladesh, Bhutan, India, Islamic Republic of Iran, Nepal, Pakistan, Lao PDR, Malaysia, Myanmar, Philippines, Viet Nam, Mongolia, and Papua New Guinea (see Table 2). Planning of the expansion of educational facilities in these countries will need to take account of this basic reference.

During the 1990s, a number of other countries and territories in Asia and the Pacific will probably be faced with an entirely different issue: that of reduction and rationalization of existing educational facilities due to projected slow population growth and decline of the school-age population. This will be especially the case for Japan, Hong Kong, Republic of Korea, Sri Lanka, Thailand, and Fiji.

1.4 Young-age and school-age population

Young-age population aged 0-14 years today accounts for about one-third (31.9 per cent) of the total population in Asia and the Pacific (see Figure 2).

Figure 2. Population under 15 years of age as percentage of total population by sub-region 1970-1990



Source: United Nations Population Division, (1990 assessment, Medium variant)

This overall regional proportion steadily reduced from 39 per cent two decades ago, and is projected to decrease further to 30.6 per cent by the year 2000. Not including countries and territories with less than 200,000 inhabitants for which no United Nations population estimations and projections are available, the population 0-14 years old continued to grow in absolute numbers from 906 millions in 1970 to 1,069 millions in 1990, and is

Table 2. Estimated and projected population in 1990 and 2000 by sub-region and by country or territory in Asia and the Pacific

Sub-region and country/territory	Estimated population 1990 (in thousands)					Projected population 2000 (in thousands)					Growth rate
	TOTAL	% of region	0-14 yrs old	6-11 yrs old	YA(**)	TOTAL	% of region	0-14 yrs old	6-11 yrs old	YA(**)	1990-2000
WORLD	**5 292 195**		**1 710 391**	**655 592**	**52.6**	**6 260 800**		**1 966 947**	**775 583**	**50.8**	**1.69**
ASIA AND PACIFIC (*)	**3 348 614**	**100.00**	**1 068 763**	**409 363**	**51.0**	**3 941 817**	**100.00**	**1 205 962**	**480 887**	**48.5**	**1.64**
Southern Asia and Turkey	**1 256 223**	**37.51**	**482 527**	**186 847**	**66.8**	**1 562 006**	**39.63**	**565 250**	**222 251**	**61.1**	**2.20**
Afghanistan	16 557	0.49	6 947	2 426	75.9	26 511	0.67	11 305	4 208	78.1	4.82
Bangladesh	115 594	3.45	50 728	19 405	82.5	150 589	3.82	61 130	23 247	71.8	2.68
Bhutan	1 516	0.05	602	225	69.7	1 906	0.05	762	289	70.8	2.32
India	853 094	25.48	311 325	121 125	61.8	1 041 543	26.42	389 096	142 029	57.1	2.02
Iran, Islamic Rep. of	54 607	1.63	23 939	9 835	83.5	68 759	1.74	26 573	10 104	67.6	2.33
Nepal	19 143	0.57	8 076	3 111	77.1	24 084	0.61	9 541	3 694	69.6	2.32
Pakistan	122 626	3.66	55 968	20 976	88.4	162 409	4.12	70 334	27 841	80.5	2.85
Sri Lanka	17 218	0.51	5 613	2 336	52.4	19 416	0.49	5 305	2 127	41.3	1.21
Turkey	55 868	1.67	19 337	7 408	56.6	66 789	1.69	21 354	8 712	50.8	1.80
South-eastern Asia	**443 766**	**13.25**	**162 808**	**64 151**	**61.8**	**533 849**	**13.54**	**174 915**	**69 598**	**52.4**	**1.87**
Cambodia	8 246	0.25	2 876	1 065	56.0	10 046	0.25	3 872	1 575	66.4	1.99
Indonesia	184 283	5.50	65 740	25 838	59.1	218 661	5.55	68 354	27 364	49.1	1.73
Lao People's Dem. Rep.	4 139	0.12	1 806	662	81.7	5 463	0.14	2 403	941	82.9	2.81
Malaysia	17 892	0.53	6 821	2 641	65.6	21 983	0.56	7 554	3 101	55.9	2.08
Myanmar	41 675	1.24	15 490	6 033	63.3	51 129	1.30	17 836	7 000	57.7	2.07
Philippines	62 413	1.86	25 030	9 746	71.0	77 473	1.97	28 036	11 143	60.2	2.19
Singapore	2 723	0.08	634	240	32.7	2 997	0.08	666	277	31.5	0.96
Thailand	55 702	1.66	18 177	7 569	51.4	63 670	1.62	16 884	6 561	38.7	1.35
Viet Nam	66 693	1.99	26 234	10 357	70.0	82 427	2.09	29 311	11 636	59.3	2.14
Eastern Asia	**1 335 127**	**39.87**	**343 578**	**126 404**	**37.9**	**1 509 353**	**38.29**	**386 178**	**157 148**	**38.3**	**1.23**
China	1 139 060	34.02	301 471	109 588	39.1	1 299 180	32.96	344 521	140 810	39.9	1.32
Hong Kong	5 851	0.17	1 211	501	29.4	6 336	0.16	1 111	445	24.6	0.80
Japan	123 460	3.69	22 789	9 240	26.4	128 470	3.26	21 738	8 389	25.2	0.40
Korea, Dem. People's Rep.	21 773	0.65	6 223	2 233	42.5	26 117	0.66	7 829	3 161	46.1	1.84
Korea, Rep. of	42 793	1.28	10 982	4 497	36.9	46 403	1.18	9 864	3 911	29.4	0.81
Mongolia	2 190	0.07	903	345	74.2	2 847	0.07	1 115	432	68.4	2.66
Oceania	**24 903**	**0.74**	**6 358**	**2 518**	**39.2**	**28 246**	**0.72**	**6 846**	**2 723**	**36.7**	**1.27**
Australia	16 873	0.50	3 733	1 505	33.0	18 855	0.48	3 874	1 550	30.3	1.12
Fiji	764	0.02	282	115	61.6	884	0.02	272	107	47.3	1.47
New Zealand	3 392	0.10	772	297	34.3	3 662	0.09	806	329	33.0	0.77
Papua New Guinea	3 874	0.12	1 571	601	71.1	4 845	0.12	1 894	737	67.0	2.26
Former U.S.S.R.	**288 595**	**8.62**	**73 492**	**29 443**	**39.2**	**308 363**	**7.82**	**72 773**	**29 167**	**36.5**	**0.66**

Source: Population Division of the United Nations (1990 assessment, Medium variant)

* *Not including Maldives, Brunei Darussalam, and the island states in the Pacific*

** *YA: Young age dependency ratio is derived by dividing the population 0-14 years old by the population 15-64 years old and is expressed in percentage*

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expected to reach 1,206 millions in the year 2000 - 137 millions more.

To a large extent, the declining trend in the proportion of young-age population can be attributed to Eastern Asia, where it dropped from 38.2 per cent in 1970 to 25.7 per cent in 1990 (see Figure 2). This sub-regional trend will however stabilize in the 1990s at around 25 per cent, with actual numbers rising from 344 millions in 1990 to some 386 millions towards the year 2000 (see Table 2). The trend in Oceania will continue to be the lowest, going below 25 per cent.

Higher population growth rates in Southern and South-eastern Asia as shown in Table 1 above have been, and shall continue to be, responsible for the relatively large proportions of young-age population. Some 43.4 per cent of the total population in South-eastern Asia were 0-14 years old in 1970, decreasing to 36.7 per cent in 1990, and a further drop to around 32.8 per cent is expected by the end of the century. Currently at 38.4 per cent and 483 millions, young-age population in Southern Asia is expected to rise to around 565 millions in the year 2000, accounting for 36.2 per cent of the total population in this sub-region.

Young-age dependency ratios shown in Table 2, which represent the ratio of the 0-14 years old to those in the normally working (economically active) age of 15 to 64 years old, show that potentially there are three working-age adults to support a child under 15 years of age in Eastern Asia and Oceania, whereas the same number of adults would need to support double that number of children in Southern and South-eastern Asia. The ratio should improve to two adults to one child by the year 2000 in South-eastern Asia, but would remain roughly three to two in Southern Asia.

Population of 6-11 years old, generally considered to correspond to primary education, rose in Asia and the Pacific from 343 millions in 1970 to 414 millions in 1980, before decreasing to 409 millions in 1990, mainly as a result of the corresponding reduction in China. The coming decade will witness a new upsurge of the 6-11 age-group population, to a projected level of 481 millions by the year 2000 (see Table 2). Countries most likely to face this pressure of increasing primary school-age population will include: Afghanistan, Cambodia, Lao PDR, Pakistan, China, Bhutan, Mongolia, Papua New Guinea, and Bangladesh, considering the size of projected increases in relation to current levels. In absolute size, China could account for an estimated 31.2 million more 6-11 years old by the year 2000; India 20.9 millions; Pakistan 6.9 millions; Bangladesh 3.8 millions; and Afghanistan 1.8 millions.

1.5 Demographic dynamics and implications

To summarize the population dynamics in Asia and the Pacific, good progress has been achieved in reducing the rate of growth, and further slow-down in population increase can be expected in the coming decades. One should however not overlook the fact that the sheer size and weight of the Asian population could easily mean quantitative increases of millions of people each year, even at very low growth rates. Educational development policy and implementation in the near future must therefore take into account the current and projected population pressures as described above in terms of school-age population. Furthermore, increased attention should be given to expanding and co-ordinating efforts to cater to the continuing education and training needs of some 2.3 billion adults aged fifteen years and above in the region today, who will number 2.7 billions in the year 2000.

2 Literacy

2.1 Regional literacy trends

Considerable progress has been achieved in expanding literacy in Asia and the Pacific, but major problems remain. The latest UNESCO estimations indicate that the literate adult population in 24 developing countries of the region taken as a whole more than doubled over the two decades 1970-1990: from 763 millions to an estimated 1,580 millions (see Figure 3). The corresponding overall literacy rate progressed from 45.5 per cent to 65.2 per cent during the same period (see Table 3), which maintains the position of Asia and the Pacific as the second major literate developing region in the world, after Latin America and the Caribbean.

Figure 3. Literate and illiterate population aged 15 years and over in the developing countries of Asia and the Pacific 1970-1990

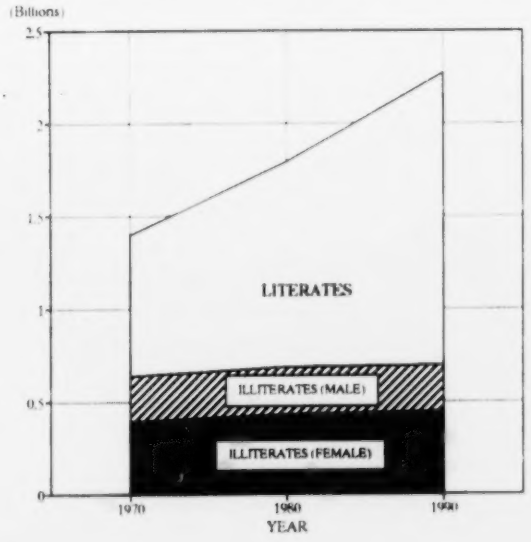


Table 3 . Estimates and projections of adult literacy rates 1970-1990 (in percentage) (population aged 15 years and above)

Region	Total			Males			Females		
	1970	1980	1990	1970	1980	1990	1970	1980	1990
World	**61.5**	**67.2**	**73.5**	**69.6**	**74.9**	**80.6**	**53.5**	**59.5**	**66.4**
Developed countries	**93.8**	**94.6**	**96.7**	**95.0**	**95.6**	**97.4**	**92.7**	**93.7**	**96.1**
Developing countries and territories	**45.3**	**55.2**	**65.1**	**57.8**	**66.5**	**74.9**	**32.6**	**43.6**	**55.0**
Africa	23.8	34.1	49.9	34.7	45.9	61.7	13.4	22.7	38.5
Arab States	26.5	37.0	51.3	69.5	50.9	64.3	13.7	22.9	38.0
Latin America and the Caribbean	73.8	79.5	84.7	77.5	82.1	86.4	70.1	76.9	83.0
Asia and Pacific *of which*	45.5	55.4	65.2	59.0	67.9	75.7	31.4	42.4	54.2
Southern Asia and Turkey	32.9	39.5	47.8	46.0	53.0	60.6	18.8	25.1	34.0
South-eastern Asia	64.9	73.6	83.8	75.0	81.8	89.2	55.5	65.7	78.6
Eastern Asia	50.4	63.7	74.6	65.7	76.9	85.0	34.2	49.7	63.6
Oceania *	26.1	32.6	52.0	32.4	35.1	64.9	19.1	29.8	37.8

* Data for Oceania refer to Papua New Guinea only

Table 4 . Estimated number of adult illiterates by sex, by region and sub-region, 1970-1990
Population aged 15 years and above (in millions)

Region	Total			Males			Females		
	1970	1980	1990	1970	1980	1990	1970	1980	1990
World	**891**	**946**	**948**	**347**	**359**	**347**	**542**	**586**	**602**
Developed countries	**48**	**47**	**32**	**18**	**18**	**12**	**30**	**29**	**19**
Developing countries and territories	**842**	**899**	**917**	**330**	**341**	**334**	**513**	**557**	**582**
Africa	153	174	177	64	70	67	89	104	111
Arab States	50	58	61	20	23	23	29	35	38
Latin America and the Caribbean	43	45	44	18	20	19	25	26	25
Asia and Pacific *of which*	**638**	**685**	**695**	**246**	**254**	**249**	**392**	**432**	**446**
Southern Asia and Turkey	302	360	405	126	144	157	175	216	247
South-eastern Asia	55	56	45	19	19	15	36	37	30
Eastern Asia	263	248	226	93	81	69	170	167	158
Oceania *	1	1	1	0	1	0	1	0	1

* Data for Oceania refer to Papua New Guinea only

The size of the illiterate adult population, however, also continued to grow: from 638 millions in 1970 to almost 700 millions in 1990 (Table 4). To a large extent, this growth may be attributed to the substantial increase in the number of female illiterates from 392 millions to 446 millions, which appeared to have annihilated the effect of a slight decrease in male illiterates - by 5 millions since 1980.

Over the past twenty years, Asia and the Pacific continued to account for more than three-quarters, or 76 per cent, of adult illiterates in the developing world. . As can be glanced from Figure 3 and Table 4, the overall prospects for completely eradicating illiteracy in the region does not look bright at all, with the remaining huge masses of both male and female adult illiterates. Furthermore, their ranks continue to swell every day through the coming into adulthood of large numbers of children and youth who either were left out or dropped out of school without acquiring the basic literacy skills. It is clear that more decisive policies and measures will have to be urgently taken in order to drastically eradicate illiteracy among the adults in the region, and at the same time to stem the further growth of illiteracy at the roots, by universalizing the provision of quality primary education.

2.2 Situation by sub-region

At the level of sub-regions, there have been slow but steady reductions in the adult illiterate population of both genders in Eastern and South-eastern Asia. Such reductions were however completely cancelled out by the fast growing numbers of both male and female illiterates in Southern Asia, who together increased by more than 100 millions from 1970 to 1990 - 32 million males and 72 million females (see Table 4).

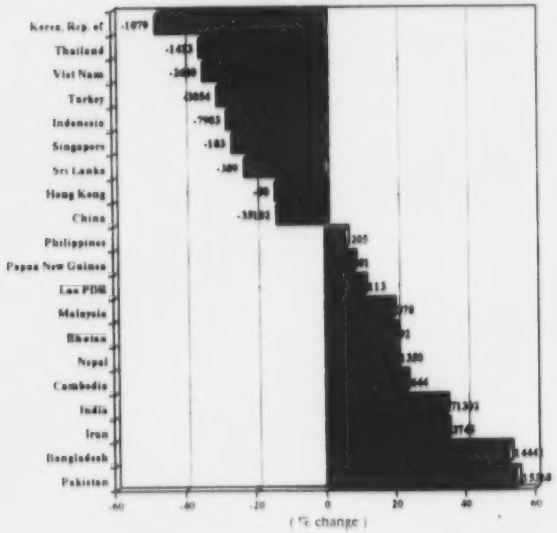
Table 5. Estimated literacy rates and number of adult illiterates by sex and by country and territory for 1970 and 1990

Sub-region and country/territory	Literacy rates (%)						Number of Illiterates (000's)					
	1970			1990			1970			1990		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Southern Asia and Turkey	**32.9**	**45.9**	**18.8**	**47.8**	**60.6**	**34.0**	**301 814**	**126 342**	**175 472**	**404 724**	**157 479**	**247 245**
Afghanistan	13 4	23 6	2 6	29 4	44 1	13 9	6 728	3 054	3 675	6 781	2 764	4 018
Bangladesh	24 4	36 2	11 3	35 3	47 1	22 0	27 519	12 249	15 270	41 961	17 401	24 560
Bhutan	24 4	36 0	12 6	38 4	51 4	24 6	472	202	270	564	230	334
India	34 1	47 7	19 4	48 2	61 8	33 7	209 430	86 346	123 085	280 732	107 169	173 564
Iran Islamic Rep of	28 9	40 9	16 8	54 0	64 5	43 3	10 858	4 541	6 317	14 604	5 649	8 954
Nepal	12 5	22 4	2 6	25 6	37 6	13 2	6 879	3 436	3 443	8 229	3 520	4 710
Pakistan	20 4	30 6	9 4	34 8	47 3	21 1	28 091	12 744	15 347	43 459	18 433	25 026
Sri Lanka	77 6	86 0	68 5	88 4	93 4	83 5	1 736	562	1 175	1 347	385	962
Turkey	32 9	69 1	33 6	80 7	89 7	71 1	10 100	3 209	6 891	7 046	1 929	5 117
South-eastern Asia	**64.9**	**75.0**	**55.5**	**83.8**	**89.3**	**78.6**	**55 315**	**19 093**	**36 223**	**50 912**	**16 131**	**34 781**
Cambodia	28 0	40 1	16 0	35 2	48 3	22 4	2 835	1 173	1 663	3 479	1 377	2 102
Indonesia	56 6	69 5	44 6	81 6	88 3	75 3	28 803	9 707	19 096	20 899	6 554	14 346
Lao P D R	32 4	36 9	27 8	49 8	63 5	36 1	1 058	499	559	1 171	426	745
Malaysia	58 5	72 2	45 1	78 4	86 5	70 4	2 013	673	1 340	2 391	747	1 644
Myanmar	69 6	83 6	55 8	80 6	89 1	72 3	4 845	1 292	3 553	5 069	1 385	3 685
Philippines	82 3	84 3	80 9	89 7	90 0	89 5	3 646	1 596	2 051	3 852	1 873	1 978
Singapore	68 9	83 0	54 3	86 0	93 5	78 3	395	111	284	292	68	224
Thailand	78 6	87 2	70 3	93 0	96 1	89 9	4 040	1 188	2 852	2 627	724	1 903
Vietnam	68 0	74 7	62 1	87 6	92 0	83 6	7 681	2 856	4 825	5 061	1 572	3 489
Eastern Asia	**50.4**	**65.7**	**34.2**	**74.6**	**85.0**	**63.6**	**262 890**	**93 042**	**169 849**	**226 187**	**68 540**	**157 647**
China	48 3	64 2	31 5	73 3	84 2	61 8	258 829	92 127	166 701	223 726	68 200	155 526
Hong Kong	77 3	90 1	64 1	89 2	96 6	81 3	572	126	446	492	79	413
Korea P D R	86 3	93 7	79 4	96 3	99 3	93 5	1 068	239	829	534	51	484
Korea Rep of	87 6	94 4	81 0	96 3	99 2	93 5	2 264	500	1 764	1 185	134	1 051
Mongolia	77 5	86 1	69 0	80 8	88 2	73 5	158	49	109	249	76	173
Oceania												
Papua New Guinea	26 1	32 4	19 1	52 0	64 9	37 8	1 038	499	539	1 119	426	692

2.3 Prospects at country level

Viewed in terms of individual countries and territories, the illiterate adult population was estimated to have decreased in absolute numbers in 9 countries and increased in 11 others over the past two decades (see Figure 4 and Table 5). It was reduced by about half in the Republic of Korea, and by more than

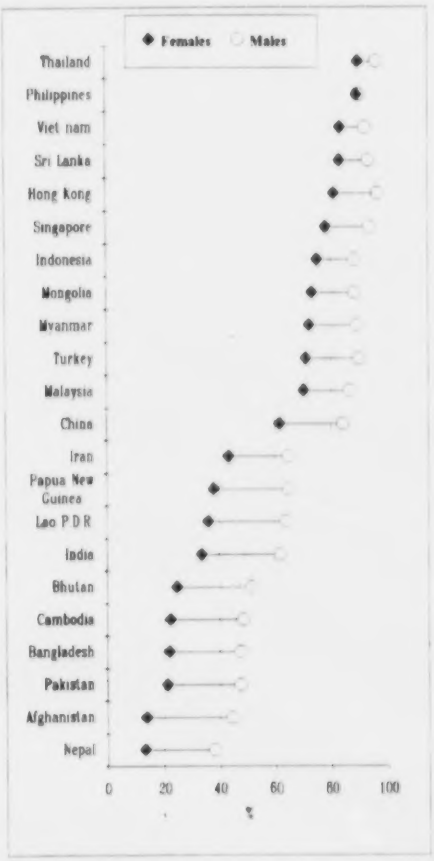
Figure 4. Adult illiterates in selected countries - Changes in number (thousands) and percentage 1970-1990



20 per cent in Thailand, Viet Nam, Turkey, Indonesia, Singapore, and Sri Lanka. During the same period, the number of adult illiterates grew by more than 30 per cent in Pakistan, Bangladesh, the Islamic Republic of Iran and India.

In absolute numbers, the adult illiterate population dropped over the period 1970-90 by an estimated 35 millions in China; about 8 millions in Indonesia; over 2.5 millions in Turkey and Viet Nam; and over 1 million in Thailand and the Republic of Korea. These reductions, however, were offset by estimated increases of 71 million adult illiterates in India, and about 15 millions each in Pakistan and Bangladesh.

Figure 5. Estimated adult literacy rates by sex 1990



Considerable additional efforts will be required in these latter countries, as well as in Afghanistan, Bhutan, Cambodia, Islamic Republic of Iran, Lao PDR, Nepal and Papua New Guinea, to further eradicate adult illiteracy. Based on the male and female literacy rates by country in Figure 5, it is clear that a key strategy to be adopted would be to devote special attention to basic education and literacy programmes for women and girls, in an attempt to reduce the existing gender gap and to raise the general level of literacy.

3 Overall participation in education

3.1 Progress in overall enrolment

Overall enrolment at all levels of regular education in Asia and the Pacific continued to grow from some 388 millions in 1970 to 550 millions in 1980, and to an estimated 637 millions in 1990 (see Table 6). This growth slowed down somewhat in the 1980s as compared to the 1970s, mainly as a result of actual decline in primary and secondary school enrolment in Eastern Asia, and diminishing marginal growth in South-eastern Asia, due mainly to decreasing school-aged population and achievement of universal primary education in a good number of countries. Southern Asia remains the sub-region where enrolment continued to grow at a fast and accelerating pace for all levels of education. With an estimated overall enrolment of 229 millions in 1990, as compared to 234 millions in Eastern Asia, Southern Asia is poised to overtake Eastern Asia in the total size of the enrolled population. In a way, this reflects the demographic growth trends described in Section 1.2.

Of different levels of education (see Table 6 and Table A in the Annex: National education structures), pre-primary and higher education seemed to have enjoyed the highest rates of growth, posting more than 4 per cent yearly for the region as a whole. The overall rates for primary and secondary education have slipped to respectively 0.7 per cent and 2.1 per cent in the 1980s, from levels of 2.7 per cent and 4.9 per cent respectively in the 1970s. Only in Southern Asia and South-eastern Asia were the rates of growth of enrolment at all levels higher than the rate of population growth.

Table 6. Enrolment by level of education in Asia and the Pacific and growth rates by sub-region 1970-1990

Sub-region	Year	Enrolment (in millions)					Average annual growth rate (%)					
		Total	Pre-Primary	Primary	Secondary	Higher	Years	Total	Pre-Primary	Primary	Secondary	Higher
ASIA AND	1970	387.7	13.1	267.3	96.3	11.1						
THE PACIFIC	1980	550.2	30.3	348.2	154.7	17.0	1970-1980	3.6	8.8	2.7	4.9	4.4
(TOTAL)	1990	636.5	46.9	373.2	190.7	25.7	1980-1990	1.5	4.5	0.7	2.1	4.2
Southern Asia	1970	108.5	0.9	76.9	27.8	3.0						
and Turkey	1980	152.7	2.3	101.7	44.4	4.3	1970-1980	3.5	10.4	2.8	4.8	3.7
	1990	228.7	6.1	139.8	74.3	8.5	1980-1990	4.1	10.3	3.2	5.3	7.0
South-eastern Asia	1970	51.3	1.0	40.4	8.7	1.2						
	1980	80.8	3.3	57.6	17.1	2.8	1970-1980	4.6	12.7	3.6	7.0	8.7
	1990	103.8	5.4	67.6	26.1	4.6	1980-1990	2.5	5.1	1.6	4.3	5.3
Eastern Asia 1)	1970	165.2	4.1	121.5	37.4	2.1						
	1980	254.2	14.2	164.4	71.2	4.3	1970-1980	4.4	13.3	3.1	6.6	7.4
	1990	234.0	22.4	137.4	67.4	6.7	1980-1990	-0.8	4.7	-1.8	-0.5	4.6
Oceania	1970	4.6	0.2	2.6	1.5	0.2						
	1980	5.1	0.3	2.8	1.6	0.4	1970-1980	1.0	1.1	0.5	0.7	6.4
	1990	5.5	0.3	2.7	1.9	0.6	1980-1990	0.9	1.6	-0.1	1.2	4.5
Former U.S.S.R.	1970	58.1	6.9	25.8	20.8	4.6						
	1980	57.4	10.2	21.7	20.3	5.2	1970-1980	-0.1	4.0	-1.7	-0.2	1.3
	1990	64.6	12.6	25.6	21.1	5.3	1980-1990	1.2	2.1	1.7	0.4	0.0

1) Not including the Democratic People's Republic of Korea.

3.2 Changes in weight by level

As a reflection of the uneven rates of growth, there have been visible shifts in the relative weight of enrolment at the different levels of education. For the region as a whole, primary education accounted for 69.3 per cent of total enrolment at all levels in 1970. This share decreased to 63.3 per cent in 1980, and then to 58.7 per cent in 1990.

Table 7. Percentage distribution of overall enrolment in Asia and the Pacific by level of education

Year	Pre-primary	Primary	Secondary	Higher
1970	2.8	69.3	25.0	2.9
1980	5.5	63.3	28.1	3.1
1990	7.4	58.7	29.9	4.0

Secondary education has seen its share in total enrolment increase from 25 per cent to almost 30 per cent during the period 1970-1990, while higher education and pre-primary education nowadays account for respectively 4 per cent and 7.4 per cent of total enrolment (see Table 7).

In the more developed countries of Asia and the Pacific, the relative weight of enrolments in pre-primary, primary, secondary and higher education were around 15:40:35:10 per cent respectively.

3.3 Participation of girls

Girls' participation in education continued to improve during the past two decades, to reach overall regional levels of 47.8 per cent in pre-primary education, 45.2 per cent in primary, 42.1 in secondary, and 38 per cent in higher education (see Table 8). Expressed as percentage increment, girls enrolment has increased more rapidly than that of boys at all levels of education over the past two decades. However, real increase in absolute numbers of girls enrolled has continued to be lower than that of boys, excepting for primary education in Southern and South-eastern Asia. Much more effort would be required to reach gender parity, particularly in secondary and higher education.

Table 8. Percentage female enrolment by level of education 1970-1990

Sub-region	Year	Percentage Female Enrolment				
		Total	Pre-primary	Primary	Secondary	Higher
ASIA AND THE PACIFIC (TOTAL)	1970	41.6	48.0	43.4	39.7	36.6
	1980	41.9	48.0	43.7	40.2	37.6
	1990	43.1	47.8	45.2	42.1	38.0
Southern Asia and Turkey	1970	33.4	38.4	36.6	27.9	20.9
	1980	35.6	43.7	38.5	31.8	25.7
	1990	38.4	42.2	41.8	35.9	29.5
South-eastern Asia	1970	44.6	49.7	46.6	40.7	43.5
	1980	45.5	51.0	47.1	45.4	44.0
	1990	46.0	51.6	48.1	46.7	43.2
Eastern Asia 1)	1970	44.3	47.7	45.3	42.6	28.0
	1980	43.5	47.3	45.0	41.1	29.1
	1990	44.9	47.7	46.5	43.8	35.2
Oceania	1970	44.8	48.6	47.6	45.4	34.0
	1980	44.5	48.7	47.7	49.0	44.0
	1990	43.0	48.9	47.8	49.3	51.5
Former U.S.S.R.	1970	46.3	49.0	49.0	49.4	49.1
	1980	46.8	49.0	48.6	50.5	50.5
	1990	48.5	49.0	49.2	51.9	49.1

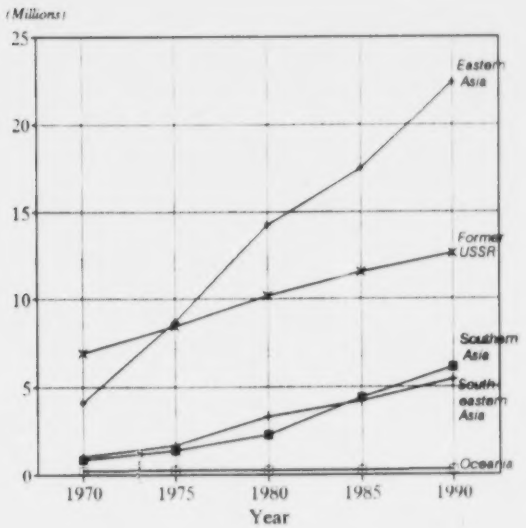
1) Not including the Democratic People's Republic of Korea

4 Pre-primary education

4.1 Growth trends

Enrolment in pre-primary education in Asia and the Pacific increased rapidly by 54.8 per cent during the decade 1980-1990, from 30.3 millions to 46.9 millions (see Table 6).

Figure 6. Enrolment in pre-primary education in Asia and the Pacific - Sub-regional trends 1970-1990



In terms of sub-region, it was in Eastern Asia where pre-primary education expanded most rapidly (see Figure 6), to reach a level of 22.4 million children enrolled, representing almost half (47.7 per cent) of the regional total. For example in the Republic of Korea it multiplied over six times in the 1980s.

It is to be noted that the sub-regional trends and levels of increase in the number of children enrolled in pre-primary education were very similar in Southern Asia and South-eastern Asia. The net increase during the 1980s was 3.8 millions in Southern Asia and 2.1 millions in South-eastern Asia, as compared to 8.2 millions in Eastern Asia (see Table 6).

4.2 Enrolment ratios

Gross enrolment ratios for pre-primary education as shown in Table B in the Annex were calculated on the basis of national definitions of the corresponding age-group population, generally of age from 3 to 5 or 6 years old. It can be observed that they tend to remain within narrow ranges and did not change drastically during the 1980s.

Australia, Bangladesh, Hong Kong, Japan, Republic of Korea, New Zealand and the former U.S.S.R. have been able to provide access to pre-primary education for 40 per cent or more of the eligible population. They are closely followed by China, Malaysia, Mongolia, Singapore, Thailand, and Viet Nam, with gross enrolment ratios from 20 to 39 per cent. The third group of countries consists of Indonesia and the Islamic Republic of Iran, with ratios from 10 to 19 per cent. The other countries have pre-primary enrolment ratios of less than 10 per cent.

4.3 Girls in pre-primary education

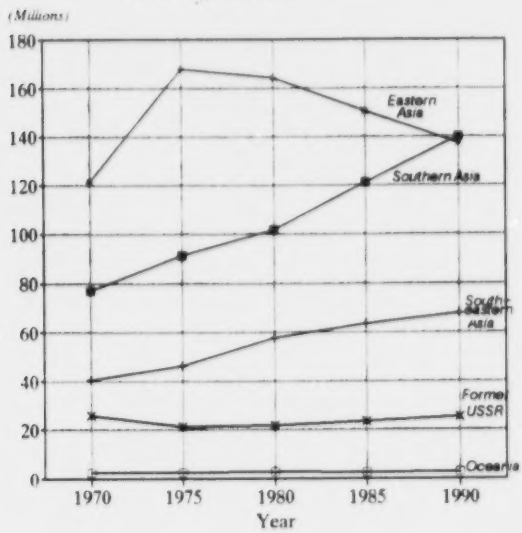
Girls' enrolment in pre-primary education is near to gender parity, as they account for 47.8 per cent of total enrolment in the region. The latest available data show that in Viet Nam and American Samoa, there were more girls than boys in pre-primary education. Gender gaps in pre-primary education still remain in some countries and it will be important to increase the access of girls to pre-primary education as part of measures to ensure equitable preparation for primary schooling.

5 Primary education

5.1 Changes in enrolment trends

Over the decade from 1980 to 1990, enrolment in primary education in Asia and the Pacific grew from 348 millions to 373 millions - by only 0.7 per cent per year (see Table 6). A major cause was the massive decline in primary enrolment in China from 146 millions in 1980 to 122 millions in 1990 (see Table C in Annex), which neutralized to a large extent the corresponding rapid growth in Southern Asia: from 102 millions to 140 millions.

Figure 7. Enrolment in primary education in Asia and the Pacific - Sub-regional trends 1970-1990



This is illustrated in the enrolment trends by sub-region in Figure 7, which shows clearly the decline in enrolment in Eastern Asia since 1975, and the continuous rapid growth in Southern Asia. It may be noted that Southern Asia has overtaken Eastern Asia in the size of enrolment in primary education in 1990. A slow down in growth in South-eastern Asia can also be seen in Figure 7.

Girls' enrolment grew much faster than boys during this period, accounting for 45.2 per cent of total primary enrolment in 1990, as compared to 43.7 per cent in 1980. It was in Bangladesh where considerable progress was made, in increasing by 76 per cent the number of girls in primary schools over the period 1980-1990, thus bringing the proportion of girls in total enrolment from 37 per cent in 1980 to 45 per cent in 1990.

5.2 Participation and prospects

The majority of countries in the region can be said to have created adequate overall educational capacities to accommodate the primary school-age population. This can be observed in Figure 8 and Table B in the Annex which show a large number of countries with gross enrolment ratios above 100 per cent.

In a good number of these countries, however, such capacities in terms of school facilities are unevenly distributed in relation to the geographical location of the primary school-age population across the national territories. Besides, such capacities are often occupied by sizeable proportions of over-aged children and youth who either enrolled late or repeated grades, as can be seen from gross enrolment ratios of 120 per cent and above in some countries. Rationalization of the geographical distribution of school facilities and reducing over-aged enrolment are aspects that will need to be given priority attention in the coming years, in an effort to improve the access of school-age population to primary education.

To universalize primary education, a few countries would need to substantially increase enrolment capacities. This is in particular the case of Afghanistan, Bhutan and Pakistan, where gross enrolment ratios remained below 40 per cent throughout the 1980s (see Figure 8). It may also be noted that participation in primary education apparently further declined in Afghanistan.

Figure 8: Gross enrolment ratio 1980 and 1990

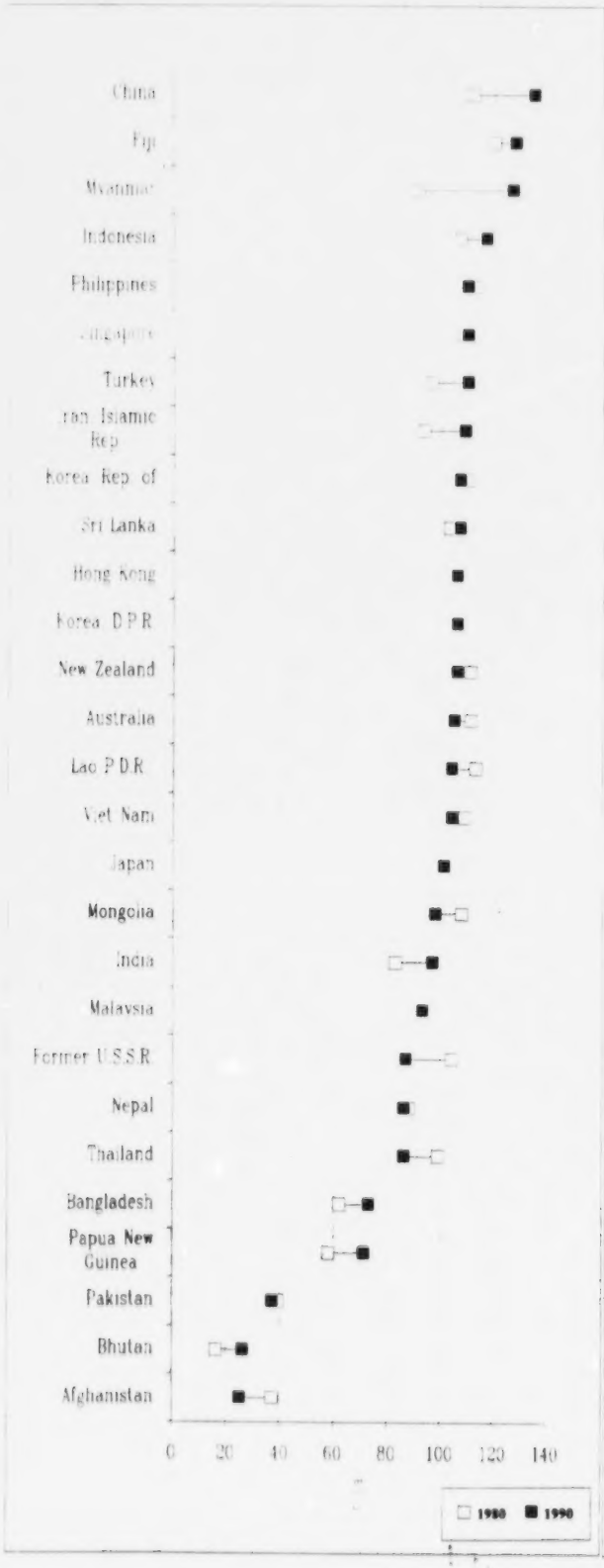


Figure 9: Gross enrolment ratio by sex 1990

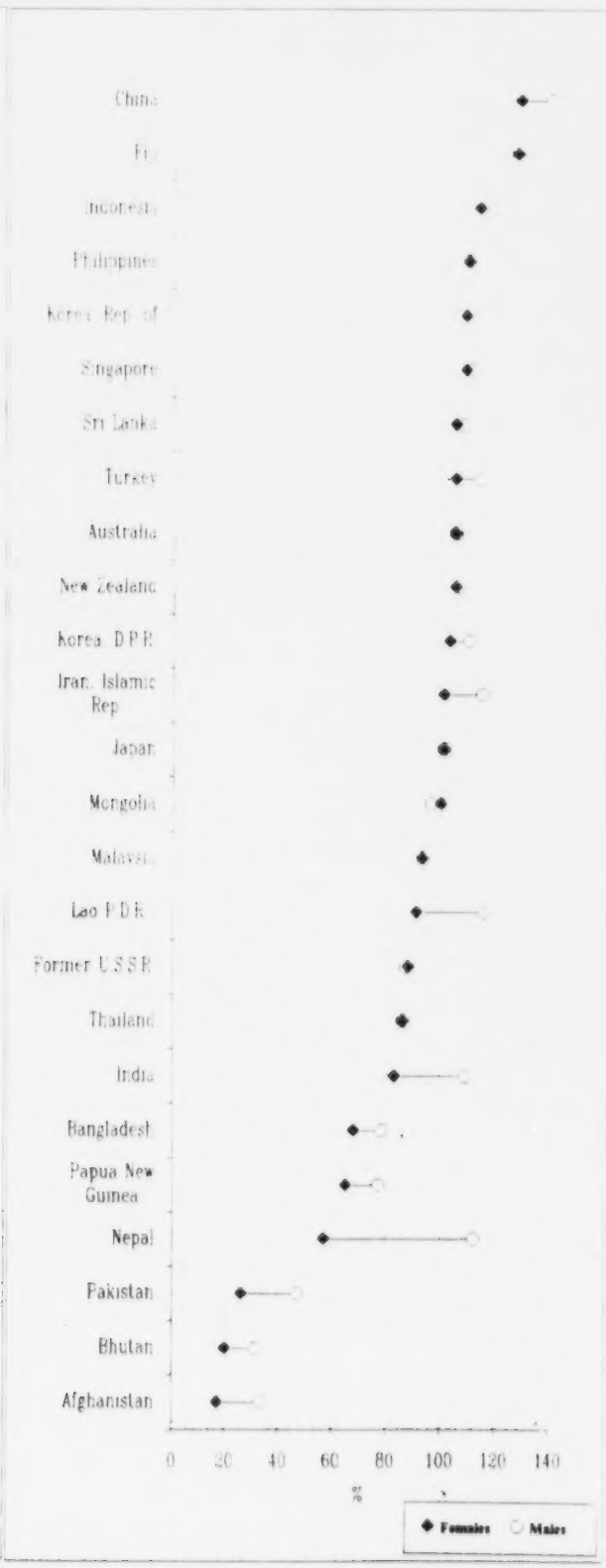


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Table 9. Universalization of primary education by the year 2000 in selected countries - Implications

Country	Latest year available (lya)	Primary enrolment in lya (000)	Projected primary school age population in year 2000 (000)	Implied enrolment increase between lya and 2000		
				Number of places required (000)	Implied average annual increase (000)	Implied percentage increase (%)
Afghanistan	1989	726	4 954	4 228	384	582
Bhutan	1988	55	281	225	19	407
Pakistan	1990	7 142	23 655	16 513	1 651	231
Papua New Guinea	1990	415	721	306	31	74
Bangladesh	1990	11 940	19 642	7 702	770	65
Nepal	1988	2 109	3 101	993	83	47
Lao P. D. R.	1989	564	797	233	21	41
Mongolia	1990	166	214	47	5	29
Malaysia	1990	2 456	3 101	645	65	26
India	1990	99 118	119 695	20 576	2 058	21
Viet Nam	1987	8 666	9 789	1 123	86	13
Singapore	1989	258	277	19	2	7
Turkey	1990	6 862	7 287	425	43	6
Philippines	1990	10 427	11 043	616	62	6
Thailand	1990	6 465	6 561	97	10	1

5.3 Implications for Universal Primary Education (UPE)

Taking into consideration the differences between current enrolment capacities and projected primary school-age population for the year 2000, it has been estimated in Table 9 that Afghanistan would need to increase primary enrolment capacity by 582 per cent, Bhutan by over 400 per cent, and Pakistan by 230 per cent, if the goals of providing universal access to primary education were to be achieved by the year 2000. In absolute numbers, this would mean a required increase of 16.5 million school places in Pakistan, 4.2 millions in Afghanistan, and 225,000 in Bhutan.

Bangladesh and Papua New Guinea made good progress in the 1980s to bring gross enrolment ratios to more than 70 per cent by 1990. However, these positive achievements may risk being eroded by continuing rapid population growth. The current development momentum must therefore be further accelerated, to the extent of adding 7.7 million primary school places in Bangladesh during the 1990s, and more than 300,000 in Papua New Guinea. Only in this way will capacities for universalizing primary education be established in these countries by the year 2000.

India, Nepal and the Lao PDR are countries that have succeeded in expanding school capacities to levels approaching 100 per cent in gross enrolment ratio. Wide gender disparities however continue to exist in the level of participation between boys and girls in these countries, often with gaps of more than twenty percentage points in terms of gender-wise gross enrolment ratios (see Figure 9). Raising girls' access and participation in primary schooling and reducing the gender gap would therefore constitute priority strategies for these countries, as well as in Afghanistan, Bhutan, Pakistan, and Papua New Guinea.

5.4 Access to Grade 1

One way to gauge the level of access to primary education is by means of the apparent intake rate, which is the ratio of new entrants to Grade 1 of primary education to the population at the official school entrance age. The apparent intake rate can help to provide indications of both the level of access to schooling as well as the overall national capacity to accommodate children of the school entrance age.

Table 10. Apparent intake rate in Grade 1 of primary education 1980, 1985 and 1990
(in percentage)

Country/territory	1980			1985			1990		
	MF	M	F	MF	M	F	MF	M	F
SOUTHERN ASIA AND TURKEY									
Afghanistan	42	67	16	28	36	19			
Bangladesh	[a] 97	[a] 108	[a] 86				[b] 94		
Bhutan #	47			57	70	42	[c] 38	[c] 45	[c] 31
India #	122	141	101	[d] 122	[d] 136	[d] 107			
Iran, Islamic Rep. of				103			114	117	112
Nepal				[e,#] 160	[e,#] 211	[e,#] 104	[c] 116		
Pakistan #	74	89	57	[d] 78	[d] 97	[d] 58	66	81	51
Sri Lanka	99			99	100	97	99	100	98
Turkey				103	107	100	97	101	92
SOUTH-EASTERN ASIA									
Indonesia	116			116			[b] 115		
Lao PDR				[f] 139			[b] 122		
Malaysia	93	94	93	103	103	104	88	87	88
Philippines	132	135	129	128	131	126	[b] 130		
Singapore #	104	104	105	105	104	106	[b] 100	[b] 102	[b] 99
Thailand	98	98	97				[c] 85		
Viet Nam #	146	153	138	139	145	132	[f] 137		
EASTERN ASIA									
China							118		
Hong Kong	108	107	108	[e] 101	[e] 101	[e] 101			
Japan	102	102	102	103	103	104	[b] 102	[b] 102	[b] 102
Korea, D.P. Rep. of							[f] 112	[f] 118	[f] 106
Korea, Rep. of	109	108	109	99	98	100	102	101	104
Mongolia #	108	116	99	[d] 104					
OCEANIA									
Australia	106	108	103	103	104	102	101	101	100
New Zealand	104	105	104	109	109	108	103	103	103
Papua New Guinea	76	84	68	[f] 89	[f] 96	[f] 82	95	102	88
FORMER U.S.S.R.	101			123			[b] 101		

Calculated using total enrolment in grade 1 (new entrants plus repeaters)

a Data refer to 1981 b Data refer to 1989 c Data refer to 1988

d Data refer to 1986 e Data refer to 1984 f Data refer to 1987

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Table 11. Primary education - Internal efficiency by sex, 1980 and 1989

Country	Percentage reaching Grade 4						Percentage reaching Final grade						Coefficient of efficiency %					
	1980			1989			1980			1989			1980			1989		
	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F	MF	M	F
Developed countries																		
Japan	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
New Zealand	95	94	95	95	95	96	92	92	92	95	95	94	93	93	93	95	95	95
Developing countries																		
of which																		
Southern Asia and Turkey																		
Afghanistan	75	75	73	...	...	...	54	49	61	...	...	...	71	65	78	...	...	...
Bangladesh	29	26	37	51	...	...	20	18	26	47	...	...	34	32	38	68	...	...
India	59	...	...	68	70	65	52	...	...	62	65	58	72	...	...	74	76	72
Iran, Islamic Rep	86	...	...	93	94	93	83	...	...	91	92	90	81	...	...	86	85	87
Pakistan	49	...	...	52	...	...	44	...	...	48	...	...	70	...	...	#74	...	...
Sri Lanka	100	...	...	94	95	94	91	...	...	91	91	91	83	...	...	87	86	88
Turkey	95	95	95	97	98	97	93	93	93	96	96	95	88	88	88	91	91	90
South-eastern Asia																		
Brunei Darussalam	93	91	94	...	...	...	54	49	60	...	...	...	53	48	60	...	...	...
Indonesia	83	...	...	88	...	...	59	...	...	77	...	...	72	...	...	78	...	...
Malaysia	98	...	...	98	...	...	96	...	...	96	...	...	98	...	...	97	...	...
Philippines	76	74	78	79	79	79	65	62	69	70	70	70	80	77	83	84	84	84
Singapore	99	...	...	100	...	...	90	...	...	100	...	...	88	...	...	100	...	...
Thailand	91	...	...	#91	...	...	77	...	...	#87	...	...	78	...	...	#95	...	...
Eastern Asia																		
China	#70	...	...	89	...	...	#62	...	...	85	...	...	#80	...	...	86	...	...
Hong Kong	100	100	100	100	...	...	98	96	99	97	...	...	95	93	96	98	...	...
Korea, Republic of	94	...	...	100	...	...	94	...	...	99	...	...	97	...	...	100	...	...
Oceania																		
Fiji	95	94	96	95	95	97	43	40	46	51	50	52	49	46	52	58	57	59
Kiribati	93	95	90	98	93	99	82	80	85	98	93	95	87	84	90	99	98	96
Papua New Guinea	79	...	...	74	...	...	64	...	...	65	...	...	82	...	...	78	...	...
Solomon Islands	75	79	69	...	...	...	60	66	53	...	...	...	73	77	65	...	...	...
Tokelau	58	...	...	...	...	...	42	...	...	...	...	...	60	...	...	...	...	...
Tonga	100	100	100	93	97	89	100	99	100	92	94	87	94	94	94	90	90	89

apparent cohort

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Apparent intake rates of 100 per cent or more shown in Table 10 indicate that most countries have established overall capacities to enrol all children of official school-entrance age into school. Rates of 130 and above can be noticed for certain countries where only data on total grade 1 enrolment (new entrants plus repeaters) are available. Such high rates often signal the phenomenon of extensive repetition in grade 1, which can have far-reaching effects on the timely access of children at school-entrance age, as well as on the efficiency and quality of primary education.

Gender differences in access to primary education have been slight in most parts of South-eastern and Eastern Asia and Oceania. There seem to remain certain gaps in the level of access between the sexes in Afghanistan, Bhutan, India and Pakistan, which also happen to be among the countries requiring further expansion of overall national school intake capacity.

5.5 Retention

Internal efficiency and retention in primary education can be assessed using either the reconstructed or apparent cohort student flow method, applying national statistics on enrolment by grade, together with repeaters by grade in the former case. It was found that internal efficiency of primary education continued to improve in most countries of the region during the 1980s, to the extent that the rate of retention to grade 4 of primary schooling has reached more than 90 per cent in 13 out of 24 countries and territories for which data are available (see Table 11).

Retention to the final grade of primary schooling was higher than 90 per cent in 11 countries and territories. There can be substantial differences between retention rates to grade 4 and to the final grade of primary schooling. This is especially so when there are more than six grades for primary education as in the cases of Afghanistan and Fiji; or selective examinations towards the end of the primary cycle.

It was in Bangladesh where retention to grade 4 increased from around 29 per cent in 1980 to 51 per cent in 1989, and retention to the final grade 5 from 20 per cent to 47 per cent. But the very fact that these rates remained low indicates persisting high wastage. The level of retention seemed to have slightly deteriorated in Papua New Guinea and Tonga during the 1980s. Even for certain countries that have registered positive improvements in retention rates, such improvements have been relatively slow.

Primary school retention rates were higher for girls than for boys in most countries of Asia and the Pacific, except perhaps in India, Solomon Islands and Tonga, where there was noticeable higher wastage for girls. In general, retention rate for girls progressed in the same manner as for boys. There were some apparent reversal of boys-girls retention rates to grade 4 as compared to the final grade in Afghanistan and Kiribati in 1980.

5.6 Coefficient of efficiency

The different aspects of internal efficiency can be summarized in the synthetic indicator of 'coefficient of efficiency', which is equal to 100 per cent when there is full efficiency and no wastage. Japan, the Republic of Korea, and Singapore are the countries that exhibited such high levels of internal efficiency in 1990.

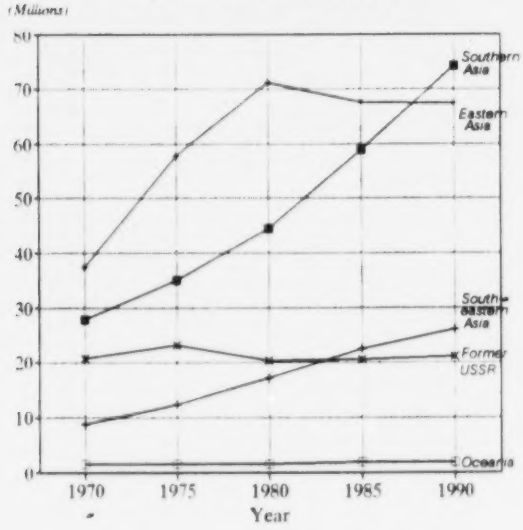
The coefficient of efficiency in primary education improved in most countries during the 1980s, and reached levels above 80 per cent in 14 countries and territories of the region. As reflected earlier in terms of retention, the main exceptions were Papua New Guinea and Tonga, where it declined to lower levels. To summarize, countries with coefficient of efficiency below 80 per cent will need to devote a special priority in the coming years to reducing wastage due to repetition and drop-out.

6 Secondary education

6.1 Regional and sub-regional trends

Enrolment in secondary education in Asia and the Pacific increased from 155 millions in 1980 to an estimated 191 millions in 1990 (see Table 6), at an average annual growth rate of 2.1 per cent. This rate of growth was considerably slower than the 5 per cent in the 1970s but considerably faster than that of primary education.

Figure 10. Enrolment in secondary education in Asia and the Pacific - Sub-regional trends 1970-1990



Just as for primary education, the apparent slow down in the expansion of secondary enrolment during the 1980s was mainly the result of changes in trends in Eastern Asia and former U.S.S.R., which diminished the effects of rapid progress in the other sub-regions (see Figure 10). During the two decades spanning 1970 to 1990, there was a three-fold increase in secondary enrolment in South-eastern Asia and 2.7 times in Southern Asia. Total enrolment in secondary education in this latter sub-region, having grown from 27.8 millions in 1970 to 74.3 millions in 1990, has therefore surpassed that in Eastern Asia.

6.2 Level of participation

The past decade was marked by rapid expansion of secondary education in most countries and territories of Asia and the Pacific (see Table C in the Annex). Enrolment almost doubled in Indonesia, and increased by 80 per cent or more in the Islamic Republic of Iran, Pakistan and New Caledonia. In addition, in India, Lao PDR, Sri Lanka, Turkey, French Polynesia and Vanuatu secondary school enrolment expanded by more than 50 per cent during the 1980s. In Bangladesh, Brunei Darussalam, Malaysia, Philippines, Papua New Guinea and Tuvalu, it grew by about one-third.

Unlike primary education for which most countries and territories of the region have attained gross enrolment ratios of 100 per cent or more, there are wide variations in the level of participation in secondary education, with gross enrolment ratios extending from 2 to 100 per cent (see Figure 11 and Table B in the Annex).

It can therefore be observed that Japan, the former U.S.S.R., Mongolia, New Zealand, Republic of Korea, Australia, Sri Lanka, Hong Kong, Philippines, Singapore and Fiji were able to enrol more than 60 per cent of their secondary school-age population. Gross enrolment ratios of 30 to 60 per cent have been obtained for the Islamic Republic of Iran, Malaysia, Turkey, China, Viet Nam, Indonesia, India, Thailand and Nepal, whereas countries with participation levels of less than 30 per cent included: Lao PDR, Myanmar, Pakistan, Bangladesh, Papua New Guinea, Afghanistan, and Bhutan.

The first group of countries above plus Malaysia and Thailand were characterized by very small gender disparities regarding participation in secondary education (Figure 12). In fact, girls enjoyed a slightly higher level of participation in many of these countries.

Figure 11: Gross enrolment ratio 1980 and 1990

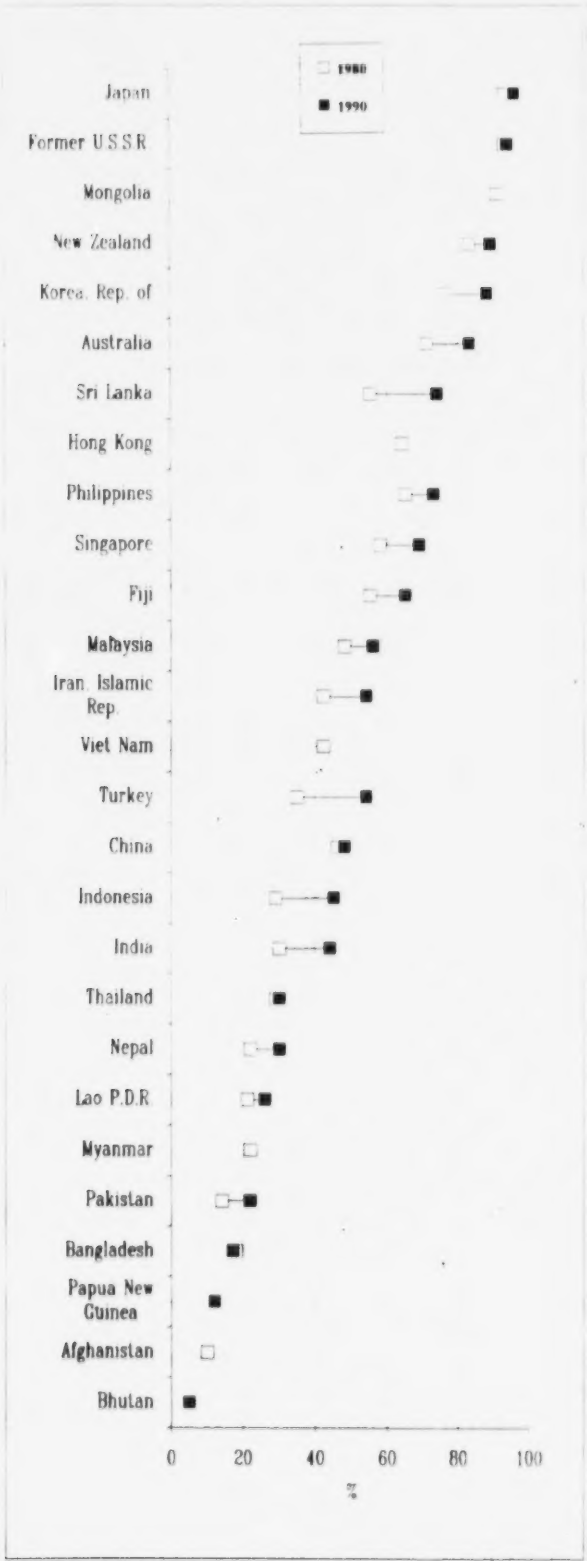
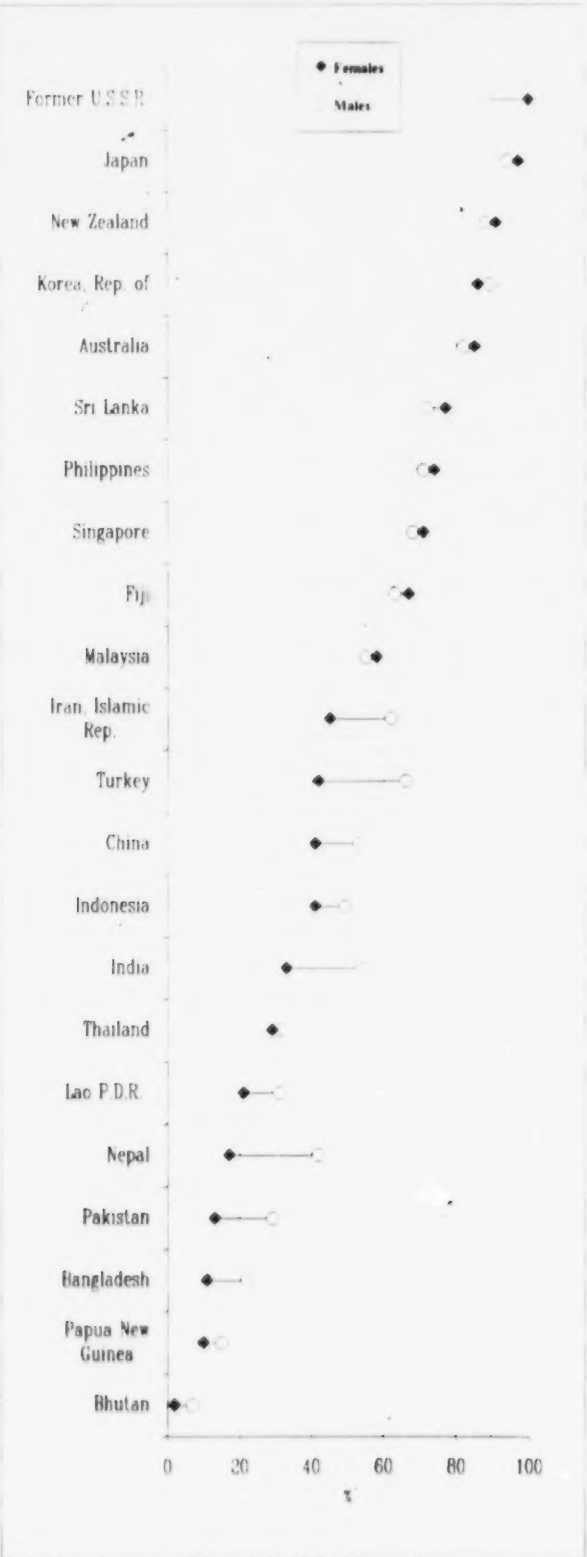


Figure 12: Gross enrolment ratio by sex 1990



Among the other countries, gender difference amounted to 10 percentage points or more in China, the Islamic Republic of Iran, Lao PDR, Bangladesh, Pakistan, and more than 20 percentage points in India, Turkey, and Nepal.

Participation in secondary education in terms of overall enrolment ratios progressed most during the 1980s in Sri Lanka, Turkey, Indonesia, the Islamic Republic of Iran, and India (see Figure 11). Countries low on the overall participation scale, however, also happened to be those for which gross enrolment ratios in secondary education remained at basically the same level, excepting perhaps Nepal, Lao PDR and Pakistan, where some progress has been made.

6.3 Transition from 1st to 2nd level education

Transition rates are frequently used as a proxy indicator for gauging the level of access to secondary education. It is derived by expressing the number of new entrants to the first grade of secondary education as a percentage of total enrolment in the last grade of primary education in the previous year. This indicator is particularly useful in monitoring progress in expanding compulsory education to the post-primary stages.

It may be observed in Table 12 that a good number of Asian countries have attained rates of transition from primary to secondary education of 75 per cent and above, i.e. more than three-quarters of primary school final graders succeeded in entering secondary education. Japan and New Zealand have reached the level of practically full transition during the 1980s.

Transition rates from primary to secondary education remain at around 50 per cent or less in 6 countries, comprising: Bhutan, Turkey, Indonesia, Kiribati, Papua New Guinea, and Solomon Islands. It may be noticed that many of the transition rates shown in Table 12 were derived using total enrolment in the first grade of secondary education (new entrants plus repeaters), due to the lack of separate data on repeaters. Such rates tend to be higher than the real transition rates calculated with new entrants only and should thus be interpreted with care.

Transition rates from primary to secondary education progressed only very slowly in the 1980s, if not remained stagnant or even decreased in some countries of the region. A closer study of the changes over time shows that transition to general secondary education has steadily improved in Afghanistan, Brunei Darussalam, Kiribati, the Philippines, Sri Lanka, and Turkey. At the same time, there has been some decline in Bhutan, Pakistan, Indonesia, Papua New Guinea, and Tonga. These are evidences showing that despite the absolute increases mentioned above, the general rate of growth of secondary intake capacity has not been able to match the rate of output from primary education.

In a way reflecting enrolment patterns in secondary education, transition rates tend to be higher for boys than for girls, with only very few exceptions such as in Afghanistan, Brunei Darussalam, Hong Kong, Sri Lanka and Tonga. In contrast to enrolment ratios, however, the gender gap in transition rates is less marked, being significant only in a few countries in Southern Asia.

6.4 Technical/vocational secondary education

The relative share of the technical/vocational stream within total enrolment in secondary education varied from 0 to 32 per cent in the region. Countries and territories that registered a strong participation in this stream with enrolment accounting for 10 per cent or more of total secondary school enrolment included: New Caledonia, Turkey, Thailand, Republic of Korea, Solomon Islands, French Polynesia, Former U.S.S.R., Japan, Indonesia, Papua New Guinea, and Hong Kong (see Figure 13).

Table 12. Transition rate from primary to general secondary education 1981, 1985 and 1990 (in percentage)

Sub-region and country/territory	1981			1985			1990		
	MF	M	F	MF	M	F	MF	M	F
SOUTHERN ASIA AND TURKEY									
Afghanistan	68	63	92	77	69	99	82 a,#	...	...
Bangladesh #	...	...	...	...	...	...	55	61	48
Bhutan #	54 b	...	...	39 c	43 c	32 c	...	...	...
India	88 # d	92 #	82 #	83 c	86 c	78 c	...	...	...
Iran, Islamic Rep. of	74	...	...	69 e	70 e	68 e	76	77	75
Nepal #	...	...	...	84	85	84	...	...	...
Pakistan #	85	90	75	84	86	80	82	88	71
Sri Lanka	84	...	...	86	84	88	87	84	90
Turkey	41	47	33	47	55	37	50	58	41
SOUTH-EASTERN ASIA									
Brunei Darussalam	67	62	73	76 e	74 e	78 e	...	...	...
Indonesia	58	...	...	55	...	...	48 a	51 a	45 a
Lao PDR	...	...	...	79	78	80	...	...	...
Philippines	82 #	82 #	83 #	80 #	82 #	79 #	93 a	...	...
Singapore	82	...	...	77 e	74 e	81 e	89 a	90 a	89 a
Thailand #	45	...	...	40	...	...	54	...	...
Viet Nam #	...	...	...	94	95	94	...	...	...
EASTERN ASIA									
China	65 #	...	...	63 #	65 #	60 #	68	...	...
Hong Kong	90	87	93	91 e	88 e	94 e	...	...	...
Japan	100	...	...	100	...	...	100 c	c	c
Korea, Rep. of	97	99	96	99	99	98	99	99	99
Mongolia #	97	...	...	98 e	...	...	...	...	...
OCEANIA									
Kiribati	20	20	20	23 e	21 e	24 e	32	32	32
New Zealand	100 b	...	...	99 d	...	...	100	...	...
Papua New Guinea #	37	...	...	...	...	...	34	37	30
Samoa #	96	95	98	98 d	99 d	97 d	...	...	...
Solomon Islands #	32 b	34 b	28 b	39 e	41 e	36 e	...	...	...
Tonga	65	64	66	62	61	63			
Vanuatu #	55	58	52	...	...	...	...	...	...
FORMER U.S.S.R.	100	...	...	99	...	...	98	...	...

 # Calculated using total enrolment in grade 1 of general secondary education (new entrants plus repeaters) divided by the number enrolled in the last grade of primary education in the previous year.

a. Data refer to 1989 *b. Data refer to 1982* *c. Data refer to 1986*

d. Data refer to 1983 *e. Data refer to 1984* *f. Data refer to 1987*

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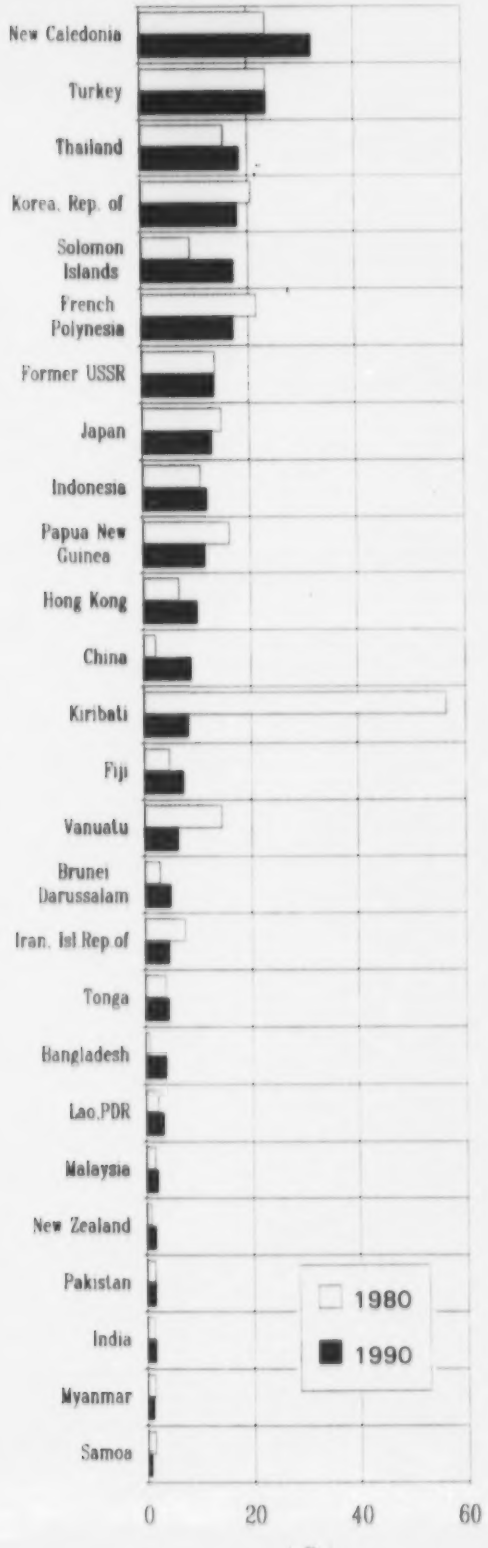
Figure 13. Secondary education - Percentage enrolled in technical/vocational stream 1980 and 1990



Fluctuations of the part of enrolment in technical/vocational secondary education have been caused by a variety of factors including changes in national education policies and structures, and perspectives regarding demand for and supply of technical manpower. During the 1980s, visible reductions in the share of technical/vocational secondary education have been observed in 7 countries: Kiribati, Vanuatu, French Polynesia, Papua New Guinea, Islamic Republic of Iran, Japan, and Republic of Korea. During the same period, this share has increased substantially in China, Brunei Darussalam, Fiji, Hong Kong, Solomon Islands, Bangladesh and New Caledonia.

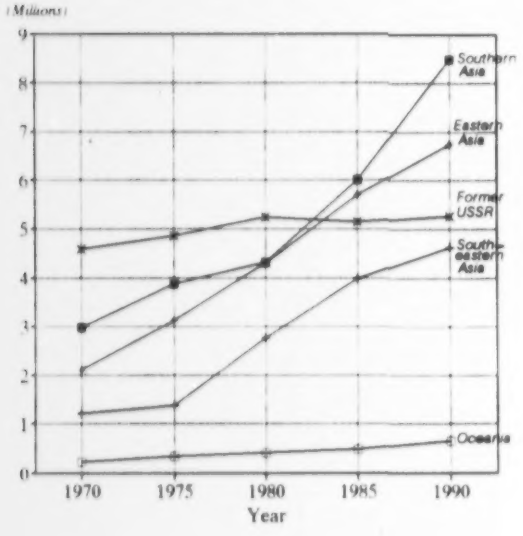
Enrolment in teacher-training at the secondary level is normally reported as a category separate from the general and technical/vocational streams. Of the countries and territories offering teacher-training in secondary education, the enrolment share has been on the decline during the 1980s, especially in Indonesia, Lao PDR, Brunei Darussalam, Kiribati, Solomon Islands, and Vanuatu. As part of the current emphasis on upgrading teacher-training, there has been a visible shift of teacher-training facilities from the secondary level to higher levels.

7. Higher education

7.1 Expansion in enrolment

Total enrolment in higher education in the region more than doubled over the two decades 1970-1990, from 11 millions to almost 26 millions, with an average annual growth rate of 4.2 per cent (see Table 6). In actual numbers, there was acceleration in the 1980s when total enrolment increased by an estimated 8.7 millions, as compared to 6 millions in the 1970s.

Figure 14. Enrolment in higher education in Asia and the Pacific - Sub-regional trends 1970-1990



Viewed by sub-region (see Figure 14), the acceleration mentioned above took place mainly in Southern Asia, where enrolment in higher education almost doubled in ten years - from 4.3 millions to 8.5 millions - thus bringing Southern Asia to the leading position in terms of the size of enrolment. With about the same level of enrolment in higher education as in Southern Asia in 1980, Eastern Asia has experienced a slight slow-down in enrolment growth as from 1985, to reach a lower sub-regional enrolment of around 6.7 millions in 1990.

The same slow-down can be observed for South-eastern Asia, where the enrolment in higher education managed to nearly quadruple over the past twenty years - from 1.2 millions to 4.6 millions.

Figure 15. Students in higher education per 100,000 inhabitants 1980 and 1990

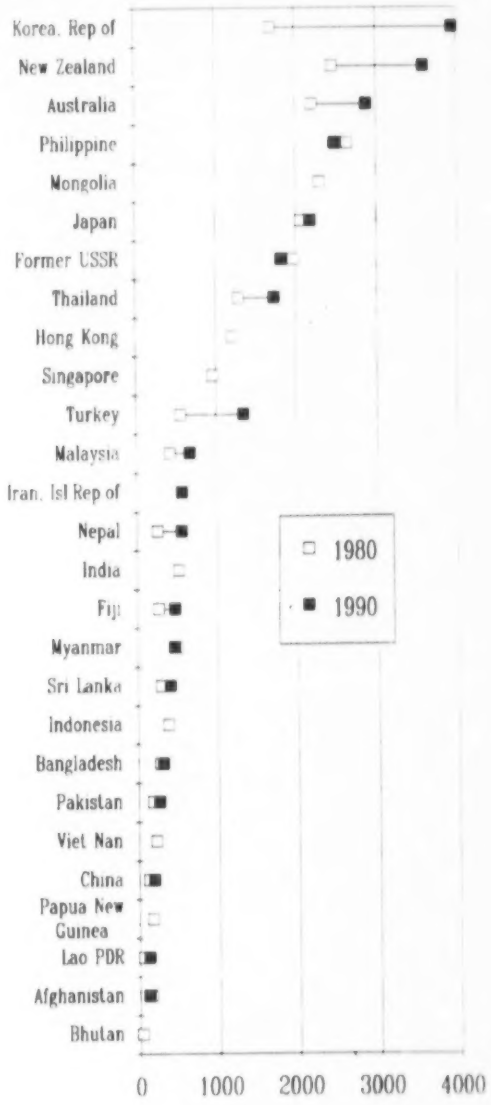
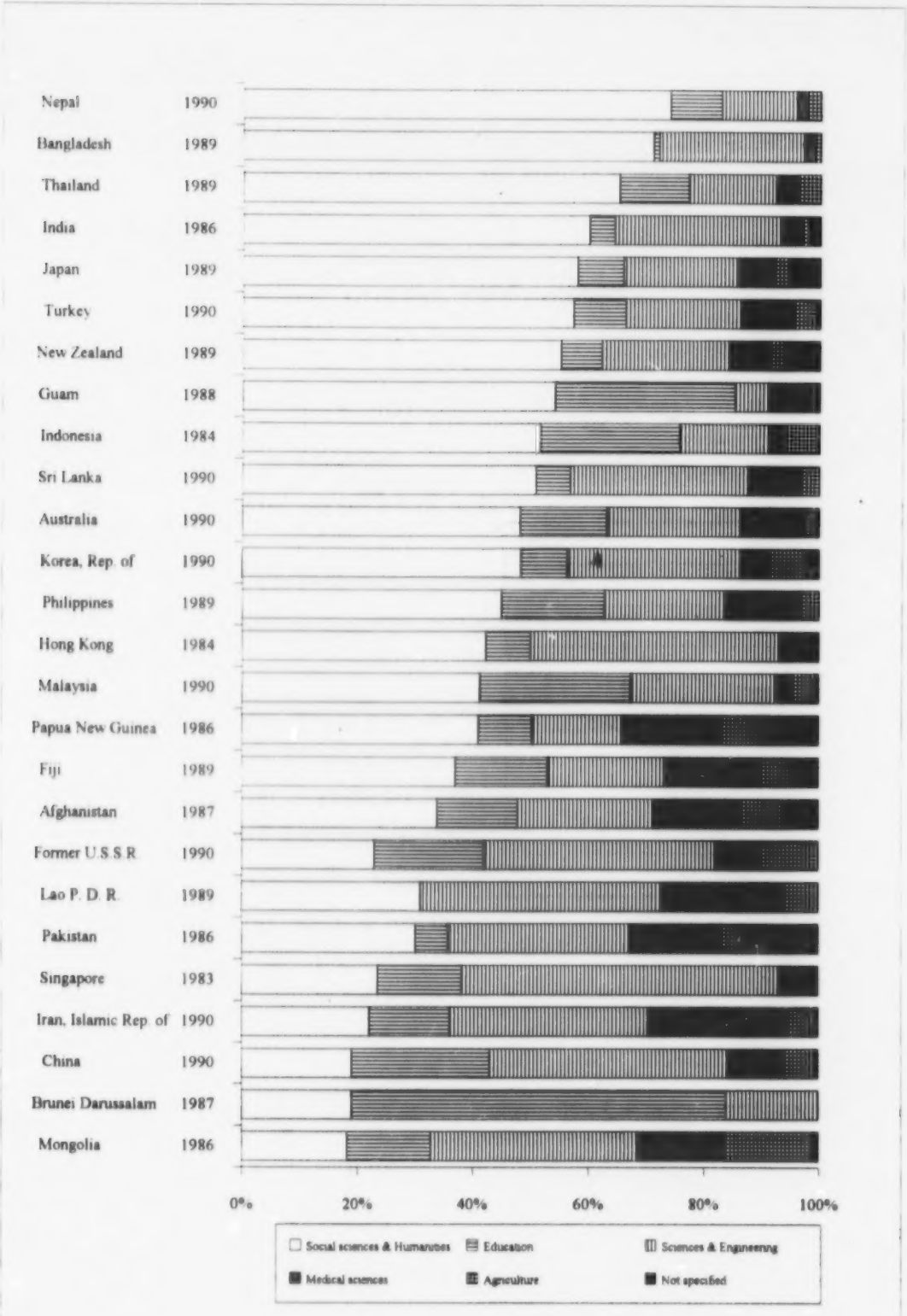


Figure 16. Students in higher education by major field of study



In the 1980s, a good number of countries made rapid progress in expanding higher education. These included: Fiji, Lao PDR and Turkey, where total enrolment in higher education more than tripled from 1980 to 1990; and Indonesia, Islamic Republic of Iran, Republic of Korea, Malaysia and Nepal where it more than doubled.

7.2 Students enrolled per 100,000 inhabitants

Measured in relation to the corresponding size of population (see Figure 15), the Republic of Korea has been able to raise the number of students in higher education per 100,000 inhabitants from 1,698 in 1980 to 3,953 in 1990, i.e. one in every 25 inhabitants is pursuing higher learning. Other countries that have substantially expanded the capacity of higher education are: Australia, New Zealand and Turkey.

Despite such possibilities for expansion of tertiary education, only a minority of countries in the region have been able to raise the level of participation in higher education to more than 1,000 students per 100,000 inhabitants - at least one student among each 100 inhabitants. Most countries were only able to accommodate less than 500 students per 100,000 inhabitants. There is apparently still a lot of room for growth.

7.3 Female students

Over the years, female participation in higher education for the region as a whole only improved slightly: from 36.6 per cent in 1970 to 38 per cent in 1990 (see Table 8). American Samoa, Australia, Brunei Darussalam, Guam, Mongolia, New Zealand, the Philippines and Tonga are the countries that have attained gender parity in higher education. In most other countries, women accounted for only about one-third of all students in higher learning institutions, if not less.

7.4 Enrolment by field of study

In regard to the distribution of students by broad fields of study (see Figure 16), of the 26 countries and territories for which data are available for around 1990, enrolment in social sciences and humanities accounted for more than 50 per cent of all third level enrolment in 10 of them, namely: Nepal, Bangladesh, Thailand, India, Japan, Turkey, New Zealand, Guam, Indonesia, and Sri Lanka. If education science is included in this broad field, one may add Brunei Darussalam, Hong Kong, Republic of Korea, Malaysia, Philippines, Australia, Fiji, and Papua New Guinea, to make a total of 18 out of 26 countries and territories.

Natural sciences and engineering constitute another major field of study, with percentage shares of enrolment mostly within the 20-30 per cent range. It is essentially in Singapore, China, Lao PDR, Hong Kong, the former U.S.S.R., Mongolia, Pakistan, and the Republic of Korea where enrolment in natural sciences and engineering assumed important proportions exceeding 30 per cent.

The share of enrolment in medical sciences does not generally exceed 10 per cent. It can be observed that enrolment in medical sciences amounted to more than 20 per cent of total enrolment in the Islamic Republic of Iran and Lao PDR; and between 15 to 17 per cent in Afghanistan, Mongolia, Pakistan, Fiji, and Papua New Guinea. Agricultural sciences often constitute 5 per cent of total enrolment. It was in Mongolia and the former U.S.S.R. where enrolment in agriculture sciences was higher than 10 per cent.

Female enrolment in higher education by broad field of study tends to be more concentrated in social sciences, humanities and education sciences, and less represented in natural sciences and engineering.

It has been observed that with very few exceptions in terms of countries, the shares of enrolment in natural sciences,

Table 13. Higher education - Students from Asia and the Pacific studying abroad by country of origin and host region, 1981 and 1990

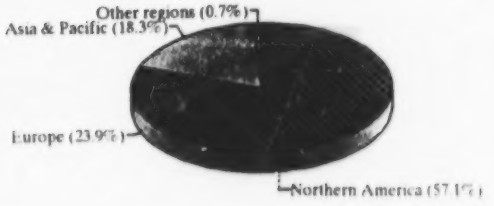
Country/territory of origin	Total 1981	Percentage distribution by host region (%)				
		Total 1990	Northern America	Europe	Asia and Pacific	Other regions
Students abroad from Asia and the Pacific (TOTAL)	**286,895**	**415,661**	**57.1**	**23.9**	**18.3**	**0.7**
DEVELOPING COUNTRIES AND TERRITORIES	**263,275**	**367,751**	**54.4**	**24.9**	**19.8**	**0.8**
SOUTHERN ASIA AND TURKEY	**109,703**	**114,514**	**43.4**	**42.1**	**13.1**	**1.3**
Afghanistan	1,341	5,209	3.9	28.4	62.2	5.5
Bangladesh	2,776	4,868	49.9	20.4	29.5	0.2
Bhutan	105	161	22.4	16.8	57.8	3.1
India	15,244	32,972	81.6	9.9	7.7	0.8
Islamic Republic of Iran	65,532	30,555	20.3	70.0	8.8	0.9
Nepal	1,680	2,795	22.6	7.5	69.3	0.6
Pakistan	5,560	10,801	65.5	18.7	12.7	3.1
Sri Lanka	2,845	5,693	43.5	26.6	28.8	1.1
Turkey	14,620	21,460	17.7	80.7	0.3	1.3
SOUTH-EASTERN ASIA	**83,879**	**88,574**	**45.9**	**23.8**	**29.1**	**1.2**
Brunei Darussalam	790	991	3.9	78.4	17.7	0.0
Cambodia	1,045	1,931	7.5	35.8	54.4	2.3
Indonesia	10,974	16,835	53.7	24.4	20.7	1.3
Lao People's Democratic Republic	3,093	3,184	13.2	18.4	68.2	0.2
Malaysia	35,706	31,497	43.5	24.1	31.3	1.1
Myanmar	224	569	68.4	8.4	23.2	0.0
Philippines	4,294	5,594	70.9	10.4	14.9	3.9
Singapore	5,366	10,720	48.4	20.7	30.7	0.1
Thailand	9,984	10,070	65.1	9.8	23.5	1.7
Viet Nam	12,403	7,192	17.6	48.9	33.2	0.3
EASTERN ASIA	**65,695**	**160,535**	**67.4**	**13.8**	**18.6**	**0.3**
China	30,127	93,347	74.2	9.2	16.5	0.0
Hong Kong	19,646	28,954	61.1	22.9	14.8	1.3
Korea, Democratic People's Rep. of	980	1,018	8.3	14.6	76.5	0.6
Korea, Rep. of	9,675	32,986	64.1	19.4	16.5	0.0
Mongolia	5,267	4,230	0.1	8.3	91.4	0.2
OCEANIA	**3,998**	**4,128**	**37.1**	**4.7**	**58.2**	**0.0**
Fiji	1,005	1,466	11.1	3.9	84.9	0.1
Pacific Islands	1,622	974	85.5	0.1	14.4	0.0
Papua New Guinea	476	407	6.6	8.8	84.5	0.0
Samoa	198	378	40.7	2.9	56.3	0.0
Tonga	316	388	36.1	2.6	61.3	0.0
Other Oceania	381	515	41.6	15.3	43.1	0.0
DEVELOPED COUNTRIES	**23,620**	**47,910**	**77.3**	**15.9**	**6.6**	**0.2**
Australia	2,770	3,312	58.8	34.3	6.6	0.3
Japan	18,066	39,258	84.8	9.7	5.4	0.0
New Zealand	1,326	1,386	49.2	20.6	30.2	0.0
Former U.S.S.R.	1,458	3,954	28.0	60.3	9.5	2.2

engineering, medical sciences, agricultural sciences, and to some extent also education sciences, have consistently diminished in the 1980s, whereas enrolment in social sciences and humanities continued to increase.

7.5 Students abroad

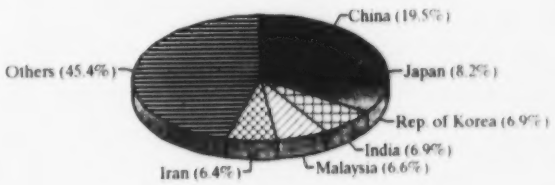
Of all students pursuing higher education in foreign countries, those from Asia and the Pacific account for 35 per cent of the world total. In 1990, there were 415,661 Asian and Pacific students studying abroad - an increase of 45 per cent over 1981 (see Table 13). More than half of them (57.1 per cent) studied in Northern America, mainly in the United States of America and Canada; about a quarter (23.9 per cent) in Europe; 18.3 per cent in other countries of Asia and the Pacific; and less than one per cent in other regions (see Figure 17).

Figure 17. Asian and Pacific students abroad by major host regions 1990



During the 1980s, China emerged as the biggest sending country, by more than tripling the number of students going abroad - from 30,127 in 1981 to 93,347 in 1990, thus accounting for 22.5 per cent of the regional total. The other major countries of origin with more than 30,000 students studying abroad are: Japan, Republic of Korea, India, Malaysia, and the Islamic Republic of Iran, and their respective shares are shown in Figure 18.

Figure 18. Asian and Pacific students abroad by major country of origin 1990



Considered by sub-region, the number of students abroad coming from Southern Asia, South-eastern Asia, and Oceania increased only marginally from 1981 to 1990. The increases in most countries of Southern Asia were mainly offset by substantial reduction in the number of students from the Islamic Republic of Iran. In South-eastern Asia, this was principally accounted for by the decreases in the number of students from Malaysia and Viet Nam.

The overall increase for the region was therefore the result of rapid growth in Eastern Asia, especially in China, Hong Kong, and the Republic of Korea, which together accounted for about 96,000 more students abroad. Other countries with substantially increased numbers of students abroad included: Indonesia, Pakistan, Bangladesh, India, Nepal, Sri Lanka, Turkey, Singapore, and Afghanistan - generally by 40 per cent to almost double.

The number of students studying abroad from the developed countries of Asia and the Pacific increased from 23,620 in 1981 to 47,910 in 1990 - more than double. The corresponding number in the developing countries taken as a whole grew from 263,275 to 367,751 - by more than 100,000. This was mostly accounted for by the fast growth in Eastern Asia - from 65,695 in 1981 to 160,535 in 1990.

8 Teachers

8.1 Overall trends

The total teaching force in Asia and the Pacific almost doubled over the past twenty years - from an estimated 14.9 millions in 1970 to 29.1 millions in 1990 (see Table 14). The growth was particularly rapid at the pre-primary level, where it increased from 801 thousands to 2.9 millions. The sizes of the teaching force in secondary and higher education more than doubled, whereas teachers in primary education only increased by 59 per cent.

As for enrolment (see Section 3.2), such uneven growth resulted in significant shifts in the distribution of the teaching force among the different levels of regular education. In 1970, five per cent of the teaching personnel were working in pre-primary education, 58 per cent in primary, 31 per cent in secondary, and 6 per cent in higher education. The corresponding shares today are 10:47:36:7. In some industrialized countries such as Japan, the pattern can be 7:30:44:18.

Table 14. Teachers and pupil-teacher ratios by level of education and by sub-region in Asia and the Pacific 1970-1990

	Year	Teachers (in thousands)					Pupil/teacher ratios		
		Total	Pre-primary	Primary	Secondary	Higher	Pre-primary	Primary	Secondary
ASIA AND THE PACIFIC (TOTAL)	1970	14 941	801	8 643	4 654	844	16	31	21
	1980	22 979	1 798	11 682	8 115	1 384	17	30	19
	1990	29 132	2 925	13 708	10 477	2 022	16	27	18
Southern Asia and Turkey	1970	3 341	21	1 901	1 232	187	40	40	23
	1980	4 882	61	2 433	2 055	332	37	42	22
	1990	6 593	168	3 197	2 741	487	36	44	27
South-eastern Asia	1970	1 780	31	1 251	426	71	32	32	21
	1980	2 916	116	1 802	834	163	29	32	21
	1990	4 693	253	2 634	1 537	269	21	26	17
Eastern Asia 1)	1970	6 322	165	4 105	1 758	294	25	30	21
	1980	10 996	531	6 112	3 862	492	27	27	18
	1990	12 183	879	6 188	4 361	755	26	22	15
Oceania	1970	211	8	96	93	15	31	27	16
	1980	281	9	129	112	31	29	21	15
	1990	337	11	141	144	41	28	19	13
Former U.S.S.R.	1970	3 288	576	1 290	1 144	278	12	20	18
	1980	3 904	1 081	1 206	1 251	365	9	18	16
	1990	5 325	1 614	1 548	1 694	470	8	17	12

1) Not including the Democratic People's Republic of Korea.

Figure 19. Teachers in pre-primary education - Sub-regional trends 1970-1990

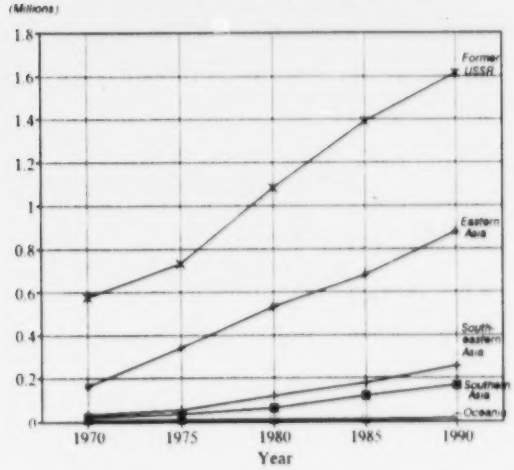


Figure 20. Teachers in primary education - Sub-regional trends 1970-1990

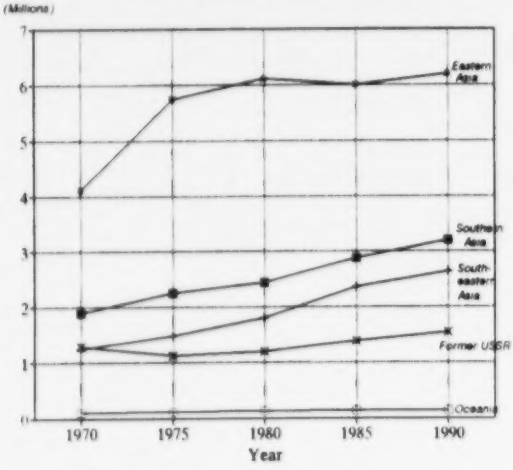


Figure 21. Teachers in secondary education - Sub-regional trends 1970-1990

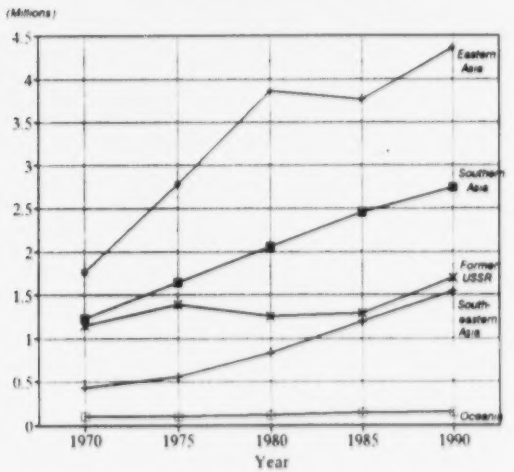
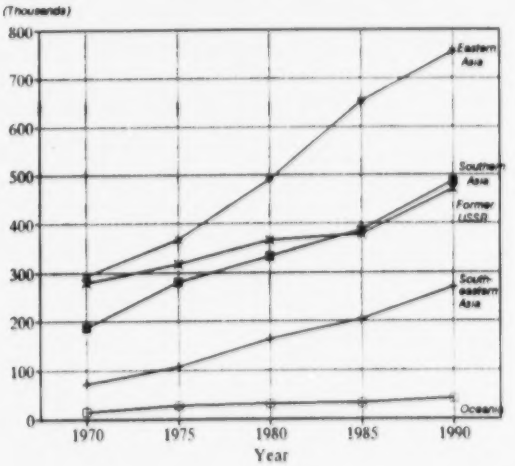


Figure 22. Teachers in higher education - Sub-regional trends 1970-1990



8.2 Sub-regional trends

Analyzed by sub-region, it can be seen that the rapid growth in the number of teachers in pre-primary education was mainly the result of phenomenal increases in the former U.S.S.R. and Eastern Asia (see Figure 19). Relatively slower growth in the teaching force for pre-primary education can be observed for the other sub-regions. Although leading by far in size, the number of primary school teachers in Eastern Asia hovered around 6 millions during the 1980s (see Figure 20), most probably as a direct consequence of reduction in primary enrolment as described earlier.

The same change in trend appears to have occurred for teachers in secondary education in Eastern Asia and also in the former U.S.S.R., but apparently for a shorter duration (see Figure 21). As from 1985, there has been a regain of growth momentum in these two sub-regions, to reach the respective levels of 4.4 millions and 1.7 millions. Both Southern Asia and South-eastern Asia have maintained consistent rapid growth in the secondary school teaching force throughout the 1970s and 1980s. The same growth pattern applies to higher education in these two sub-regions, and also in Eastern Asia (see Figure 22).

Figure 23. Pupil-teacher ratio in primary education 1980 and 1990

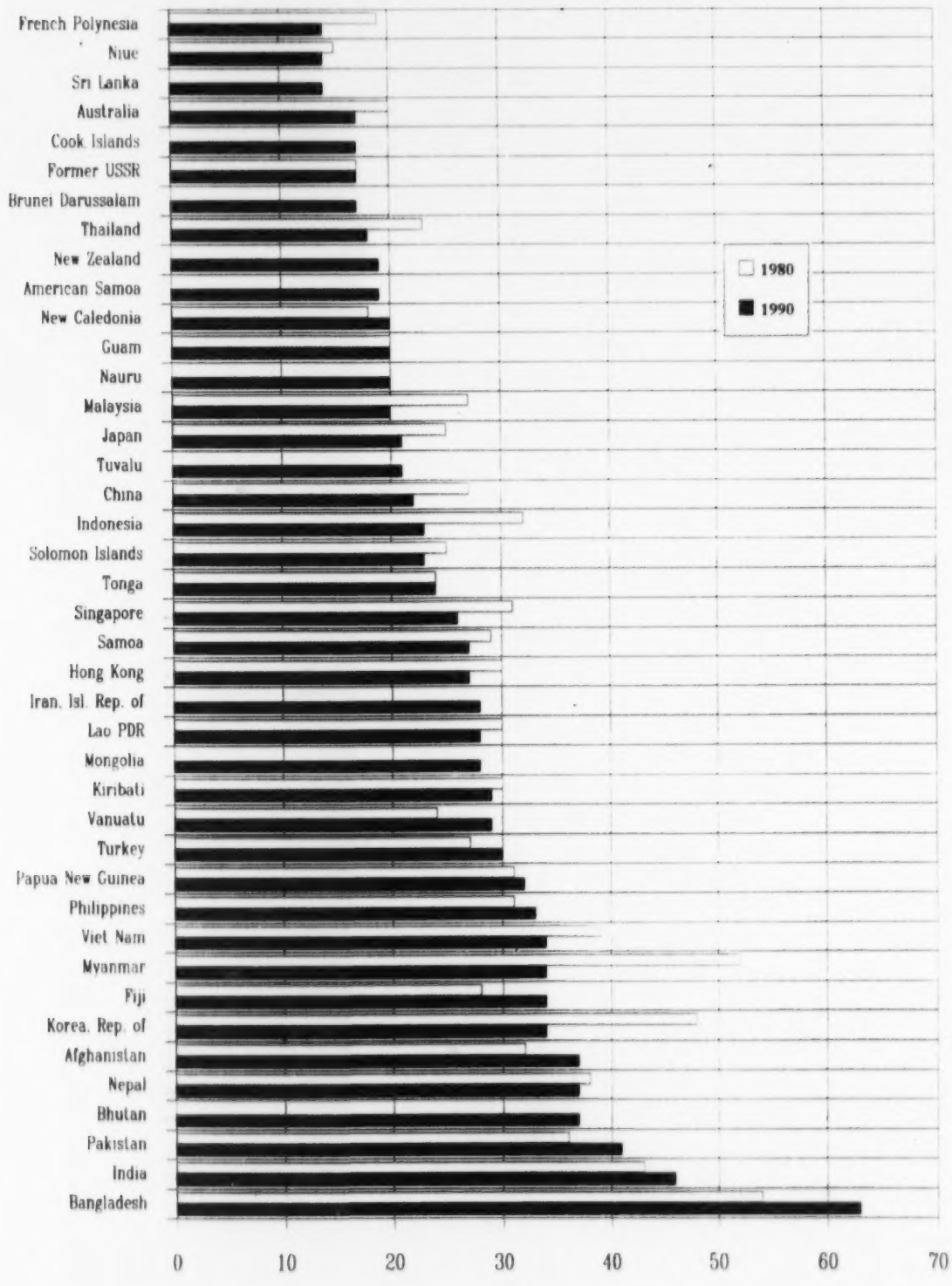


Table 15. Teachers in primary education by level of diploma and teacher training

	Level of diploma (%)				% with
	1st level	2nd level	3rd level	Others/unspec.	teacher-training
Afghanistan	60	22	18	0	...
China (1)	0	52	48	0	...
India	1	87	12	0	86
Korea, Rep.of	0	23	77	0	...
Lao PDR	...	...	...	...	72
Malaysia (2)	0	0	91	9	91
Thailand	0	24	65	11	...
Fiji	27	72	1	0	30
French Polynesia	5	57	38	0	73
Kiribati	0	100	0	0	97
Samoa	0	100	0	0	100
Tonga	0	87	0	13	87
Tuvalu	1	95	4	0	94
Vanuatu	0	98	0	2	98

Source: UNESCO Special survey on primary education: "Teaching staff: Levels of qualification and age structures (STE-7)". February 1992. Division of Statistics, UNESCO, Paris.
(1) The percentage of teachers holding a second level diploma includes those who are still preparing this diploma.
(2) Public education only.

More than 95 per cent of teachers in pre-primary education today in the region are women. The regional share of women teachers in primary education has steadily risen from 40 per cent in 1970 to an estimated 47.5 per cent in 1990. In South-eastern Asia, Oceania and the former U.S.S.R., there are already more women than men teaching in primary schools. Today, women account for about 42 per cent of the secondary school teaching force in Asia and the Pacific. Further efforts will be required to increase women's participation in teaching, especially in countries of Southern Asia and Eastern Asia (see Table D in the Annex).

It seems from Table 15 that the majority of teachers in primary education have either second level or third level diplomas. In Malaysia, 91 per cent of teachers in public primary education have post-secondary diploma, followed by the Republic of Korea (77 per cent), Thailand (65 per cent) and China (48 per cent).

The proportion of teachers with formal teacher training is quite high in most countries, ranging from 72 to 100 per cent.

8.3 Pupil-teacher ratio

The ratio of pupils to teachers has consistently decreased over the past two decades, to overall regional averages of 16 for pre-primary education, 27 for primary and 18 for secondary. However, wide disparities still exist among the sub-regions and countries. For example, pupil-teacher ratios in primary education range from 14 in French Polynesia to 63 in Bangladesh.

It may be noticed in Figure 23 that pupil-teacher ratios in primary education increased in a number of countries during the 1980s. These countries included: Bangladesh, India, Pakistan, Afghanistan, Fiji, Philippines, Papua New Guinea, Turkey, and Vanuatu.

9 Finance

9.1 Changes in constant prices

Financial resources devoted to education continued to increase in real terms over the past decade in most countries of Asia and the Pacific. This can be observed in Table 16, which shows the evolution of public current expenditure on education at constant prices expressed in index form with 1980 as the base year.

During the 1980s, public spending on education more than doubled in Bangladesh, China, Hong Kong, Republic of Korea, Pakistan, Singapore and Thailand and increased by over 50 per cent in India, Malaysia, Nepal, and the Philippines. Real spending on education in Australia and Japan remained relatively stable; while there were noticeable fluctuations in the Islamic Republic of Iran, Fiji, New Zealand, Solomon Islands, Sri Lanka, and Turkey. Significant increases in public current expenditure on education can be noticed in a number of countries since 1988.

Table 16. Public Current Expenditure on Education at Constant Prices (Base Year 1980 = 100)

Country/Territory	Year										
	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
Southern Asia and Turkey											
Bangladesh (1)	100	104	111	138	146	165	193	186	198	211	...
India	100	105	116	135	150	155	167	163	174	181	...
Iran, Islamic Rep.of	100	82	66	68	67	70	69	63	64	65	79
Nepal	100	123	166	...	...	193	...	...	...	...	...
Pakistan	100	110	117	129	160	189	221	262	...	...	...
Sri Lanka	100	95	104	102	95	121	137	130	143	...	148
Turkey	100	113	118	139	111	106	102	...	...	...	...
South-eastern Asia									(1)	(1)	(1)
Malaysia	100	123	137	...	127	135	162	152	147	151	162
Philippines	100	125	129	116	77	72	97	120	166	191	198
Singapore	100	138	178	...	222	225	213	214	211	...	...
Thailand	100	114	128	134	...	149	152	154	157	...	234
Eastern Asia											
China	100	106	119	132	147	167	186	183	193	203	...
Hong Kong	100	...	128	136	147	...	...	...	...	199	228
Japan	100	103	103	105	103	104	105	108	111	...	...
Korea, Rep.of	100	91	120	164	169	182	188	200	187	223	248
Oceania											
Australia	100	103	106	110	114	116	115	114	114	120	...
Fiji	100	123	...	123	...	...	125	...	...	110	...
New Zealand	100	100	98	94	91	92	100	111	116	...	132
Solomon Islands	100	120	74	123	115	...	...	...	...	...	...

Notes

The implicit deflator of the Gross Domestic Product (source: World Bank) was used for the deflation of the data on public expenditure on education

(1) Data refer to the Ministry of Education only.

Table 17. Total Public Expenditure on Education as % of GNP and Total Government Expenditure

Country/Territory	As % of GNP					As % of Total Government Expenditure				
	1980	1985	1988	1989	1990	1980	1985	1988	1989	1990
Southern Asia and Turkey										
Afghanistan	2.0	...	...	...	...	12.7	...	...	...	...
Bangladesh (1)	1.5	1.9	2.1	2.2	...	8.2	...	10.3	10.5	...
India	2.8	3.4	3.1	3.1	...	10.0	9.4	...	...	...
Iran, Islamic Rep. of	7.5	3.5 (86)	3.8 (87)	3.7	4.1	15.7	17.2	19.2	21.9	22.4
Maldives	... (81)	5.7	6.9	...	...	... (81)	...	...	...	...
Nepal	2.1	2.9	... (87)	...	...	13.6	10.8	...	...	...
Pakistan	2.0	2.7	3.4	...	...	5.0	...	...	...	...
Sri Lanka	2.7	2.6	2.8	...	2.7	7.7	6.9	7.3	...	8.1
Turkey (2)	2.8	2.3	1.8	1.8	...	10.5	...	...	...	...
South-eastern Asia										
Brunei Darussalam	1.2	4.6	4.9	...	...	11.8	...	...	...	...
Indonesia (3)	1.7	...	0.9	...	...	8.9	...	4.3	...	...
Lao P.D.R.	...	0.4	1.1	...	...	1.3	4.5	...	...	...
Malaysia (4)	6.0	6.6	6.1	5.7	5.5	14.7	16.3	18.5	18.2	18.3
Philippines	1.7	1.4	2.8	2.9	2.9	9.1	7.4	12.6	11.5	10.1
Singapore	2.8	4.4	3.4	...	...	7.3	...	...	...	...
Thailand	3.4	3.9	3.2	...	3.8	20.6	18.5	16.6	...	20.0
Eastern Asia										
China	2.5	2.6	2.3	2.4	...	9.3	12.2	12.1	12.4	...
Hong Kong	2.5	2.8	...	2.7	...	14.6	18.7	...	15.9	...
Japan	5.8	5.0	4.7	...	...	19.6	17.9	16.2	...	...
Korea, Rep. of	3.7	4.5	3.3	3.6	3.7	23.7	28.2	23.2	23.3	22.4
Oceania										
American Samoa	(81) 8.3	...	...	...	...	(81) 16.0	...	23.7	...	...
Australia	5.5	5.6	4.9	5.1	...	14.8	12.8	12.8	12.7	...
Cook Islands	... (81)	... (86)	...	...	...	13.1 (81)	9.5	...	...	...
Fiji	5.9	6.0		5.0	...	11.3	...	...	15.4	...
Guam	8.0	8.5	... (87)	...	...	...	...	... (87)	...	...
Kiribati		6.7	5.7	5.5	5.9		18.5	18.9	17.0	18.3
New Zealand	5.8	4.8	5.9	...	6.4	23.1	18.4	...	...	...
Niue	...	...	...	...	...	13.2	...	10.8	...	...
Samoa	...	...	...	...	5.3	...	...	...	...	10.7
Solomon Islands	5.6	(84) 4.7	...	...	...	11.2	(84) 12.4	...	...	...
Tonga	...	4.4	...	...	...	11.6	16.1	...	...	...
Tuvalu	...	...	...	...	...	...	...	...	18.5	16.2
Vanuatu	...	...	6.8	4.8	4.4	...	...	...	...	...
Former U.S.S.R.	7.3	7.0	7.8	7.9	8.2	...	...	...	...	...

Notes

(1) Data refer to expenditure of the Ministry of Education only.

(2) For 1988 and 1989, expenditure on third level education is not included.

(3) For 1988, data refer to expenditure of the Ministry of Education only.

(4) For 1988-1990, data refer to expenditure of the Ministry of Education only.

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9.2 Public expenditure on education as percentage of Gross National Product (GNP)

In terms of the share of national resources devoted to education, most countries in Asia and the Pacific continue to spend less than 5 per cent of GNP (gross national product) on education. This ratio was particularly low for Afghanistan, Lao PDR, Turkey, Bangladesh, China, Hong Kong, Philippines, Sri Lanka, and Nepal - generally below 3 per cent (see Table 17). It was mainly in the Pacific island states, Maldives and New Zealand where this ratio reached 6 per cent or more. Developed countries like Australia and Japan spent the equivalent of around 5 per cent of their GNP on education.

Education's share in GNP registered major increase in Brunei Darussalam, from 1.2 per cent in 1980 to almost 5 per cent in 1988. To a different extent, this share also increased in Bangladesh, Guam, Lao PDR, Maldives, Nepal, New Zealand, Pakistan, Philippines, Singapore, Thailand, and the former U.S.S.R. These can be taken as indications of real progress in channelling more national resources into education.

Education expenditure as a percentage of GNP decreased visibly during the 1980s in Australia, Fiji, Islamic Republic of Iran, Japan, Kiribati, Solomon Islands and Vanuatu, while remaining more or less stable in China, Hong Kong, India, Republic of Korea, and Sri Lanka.

9.3 Public spending on education as percentage of government expenditure

Although data on government expenditure are less comparable internationally than GNP due mainly to variations in the relative weight of the public sector within national economies, government efforts in favour of education can be assessed to a certain extent by examining public expenditure on education expressed as a percentage of total government expenditure.

It can be observed in Table 17 that in American Samoa, Islamic Republic of Iran, Republic of Korea and Thailand, public expenditure on education accounted for the equivalent of 20 per cent or more of government expenditure, followed by Malaysia and Kiribati, at the level of 18.3 per cent. Public expenditure as percentage of government expenditure progressed steadily during the 1980s in the Islamic Republic of Iran, despite the apparent reductions at constant prices and as percentage of GNP indicated earlier. For the other countries, this percentage remained mostly stagnant if not decreased, particularly in the second half of the 1980s.

9.4 Distribution by level of education

Statistics on public current expenditure by level of education are available for many countries in Asia and the Pacific, but the comparability of these statistics across countries and over time still leaves much to be desired. As can be seen in Table 18, some of these statistics may have only partial coverage, or may combine two or more levels. The percentage share of the categories: 'Other types' and 'Not distributed' can also be quite high, as well as changing between different years, thus reducing data comparability. Furthermore, the duration of schooling at each level of education can be different from one country to another, which results in additional difficulties in comparing financial allocations and spending by level of education.

Despite these data limitations, it appears that in most countries of Asia and the Pacific, expenditure on education at the pre-primary and primary levels together often accounts for about one-third to one-half of total public current expenditure on education (see Table 18). Such were the cases of Bangladesh, India, Islamic Republic of Iran, Nepal, Pakistan, Malaysia, China, Republic of Korea, and most of the Pacific island states. The share of expenditure on secondary

Table 18. Percentage Distribution of Public Current Expenditure by Level of Education

Country/Territory	Year	Pre-primary + 1st level	2nd level	3rd level	Other Types	Not distributed
Southern Asia and Turkey						
Afghanistan	1980	43.5	22.3	18.4	4.8	11.0
	1990	87.6	---->	12.4	.	.
Bangladesh (1)	1981	43.9	38.9	12.8	<----	4.4
	1989	45.0	42.4	8.3	0.8	3.4
India	1980	36.9	24.2	13.5	3.0	22.4
	1987	41.8	29.1	17.0	6.5	5.7
Iran, Isl.Rep	1980	43.7	38.1	7.1	3.8	7.4
	1990	33.2	39.2	13.6	5.8	8.2
Nepal	1980	58.8	---->	35.0	2.1	4.2
	1985	35.7	19.9	33.4	<----	11.0
Pakistan	1980	39.4	31.0	18.8	<----	10.7
	1987	36.5	33.2	18.1	<----	12.2
Sri Lanka	1980	91.1	---->	8.9	.	.
	1990	84.3	---->	13.4	.	2.4
Turkey (2)	1980	43.7	22.9	28.3	2.3	2.8
	1989	58.6	27.4	.	4.9	9.1
South-eastern Asia						
Brunei Darussalam (3)	1980	31.4	46.0	16.7	3.2	2.6
	1990	24.1	26.1	9.5	0.2	40.1
Malaysia (4)	1980	35.0	34.0	12.4	2.0	16.5
	1990	34.3	34.4	19.9	0.2	11.1
Myanmar	1987	85.6	---->	13.0	.	1.4
Philippines	1980	61.4	15.7	22.1	0.1	0.7
	1988	73.1	---->	15.1	<----	11.8
Singapore	1980	35.8	41.1	17.1	3.1	3.0
	1987	28.7	36.5	30.7	.	4.1
Thailand	1981	55.3	28.3	13.3	1.8	1.3
	1990	56.2	21.6	14.6	2.3	5.3
Eastern Asia						
China (5)	1980	27.6	34.3	20.0	<----	18.1
	1989	32.7	34.4	18.6	<----	14.3
Hong Kong	1980	33.7	35.7	24.6	0.1	.
	1989	29.8	40.7	28.8	0.4	0.3
Japan (6)	1980	39.5	34.6	11.1	6.8	8.0
	1988	29.3	32.2	22.5	9.7	6.2
Korea Rep. of	1980	49.9	33.2	8.7	0.1	8.2
	1990	44.4	34.1	7.4	1.2	12.8

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Table 18 (cont'd). Percentage Distribution of Public Current Expenditure by Level of Education

Country/Territory	Year	Pre-primary + 1st level	2nd level	3rd level	Other Types	Not distributed
Oceania						
American Samoa	1986	37.8	40.2	15.5	4.2	2.2
Australia	1980	68.7	---->	22.6	2.7	6.0
	1989	60.8	---->	31.1	4.9	3.2
Cook Islands	1981	40.7	27.5	4.5	-	27.3
	1986	37.8	35.8	6.0	-	20.3
Fiji	1981	53.0	45.1	1.9	-	-
	1989	50.5	37.0	9.0	1.6	1.9
French Polynesia (1)	1990	44.9	49.0	2.5	-	3.7
Guam	1985	34.2	61.6	-	4.2	-
Kiribati	1981	37.6	44.8	-	-	17.6
	1989	50.5	28.7	7.9	-	12.9
New Caledonia (4)	1981	24.0	75.6	0.4	-	-
	1990	42.8	53.0	1.0	-	3.1
New Zealand	1980	36.8	29.7	28.3	2.6	2.6
	1990	30.6	25.3	37.4	3.0	3.8
Niue	1980	32.2	48.1	-	1.1	18.7
	1988	34.1	37.9	-	-	28.0
Pacific Islands	1981	27.7	48.3	12.6	6.9	4.6
Samoa	1990	52.6	25.2	-	-	22.1
Tokelau	1981	28.2	71.7	-	-	-
Tonga	1980	55.0	25.4	14.7	-	4.9
	1985	44.7	30.9	17.9	-	6.5
Tuvalu	1990	35.9	59.0	-	-	5.0
Vanuatu (7)	1990	59.8	26.6	3.4	-	10.2
Former U.S.S.R. (8)	1980	57.5	16.4	13.8	12.4	-
	1990	62.9	14.4	12.4	10.2	-

Notes

(1) Data refer to expenditure of the Ministry of Education only.
(2) For 1989, expenditure on third level is not included.
(3) For 1990, data on expenditure "not distributed" also include expenditure on teaching materials, scholarships and welfare services that cannot be distributed by level.
(4) For 1990, data refer to expenditure of the Ministry of Education only.
(5) Expenditure on specialized second level and technical/vocational schools is not included.
(6) For 1980, data do not include public subsidies to private education. For 1988, data refer to public and private expenditure on education.
(7) Data on third level refer to scholarships.
(8) Expenditure on pre-primary education includes play centres. General education at the second level is included with first level. Total second level therefore refers to technical and vocational education only. Special education is included partly with primary and partly with secondary education.

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education can vary, but is generally around one-quarter to one-third of the total for all levels; and spending on higher education mostly varies from 12 to 20 per cent.

There have been some visible shifts in the spending patterns by level of education during the 1980s, partly reflecting national development trends and priorities. This may be seen from the increasing share given to pre-primary and primary education in countries still moving towards universalization of primary education like Bangladesh and India. For countries and territories that have already achieved UPE, there have been some signs of shifts of resources to secondary level, as in Hong Kong and Republic of Korea; and to higher education as in Japan, Singapore, Malaysia, Australia, and New Zealand.

9.5 Expenditure per pupil/student

Public current expenditure per pupil has been used to indicate the average amount of financial resources spent on each pupil or student. To make it more meaningful and comparable among countries with varying levels of GNP, expressed in different national currencies with frequently changing exchange rates, this indicator is shown here as percentage of the corresponding GNP per capita, thereby giving the comparative level of cost of education.

Table 19 shows in the first place that the cost per pupil/student is indeed very different for each level of education. In most countries of Asia and the Pacific, a primary school pupil would require financial resources equivalent on the average to around 10 per cent of GNP per capita, as compared to 15 per cent for a secondary school student and 100 per cent for a student pursuing higher education.

It can be observed that such cost levels can vary considerably from country to country, even after adjustment according to GNP per capita. For pre-primary education, they can range from 5 per cent in for example China and Brunei Darussalam, to around 15 per cent in Guam, Japan, Malaysia, New Zealand, Pakistan and Vanuatu. The majority of countries in Asia and the Pacific devote between 10 to 20 per cent of GNP per capita to each secondary school student.

There are much wider ranges for higher education, with Afghanistan, Nepal, and China reporting spending levels equivalent to 200 per cent or more of the GNP per capita, as well as levels as low as 6 per cent in the Republic of Korea and 11 per cent in the Philippines. It may be noticed that the former often are countries where there is either relatively lower GNP per capita, or a relatively small enrolment in higher education as compared to the entire national population. The latter countries are characterized by a strong private higher education. The average cost of each student in higher education is around 50 per cent of GNP per capita in the more industrialized countries in Asia and the Pacific.

Considering pre-primary, primary and secondary education together, it is important to note that there are signs indicating a general rise in expenditure per pupil. On the other hand, the part of per capita income spent on each student in higher education has been on the decline by a large margin in the Islamic Republic of Iran, Sri Lanka, Turkey, Brunei Darussalam, China, and the Republic of Korea.

9.6 Expenditure by purpose

Emoluments of personnel continue to constitute a large part of public current expenditure on education. It ranges from 41.6 per cent in New Zealand to more than 80 per cent as in Thailand, and a number of Pacific island states (see Table 20). Teachers' emoluments alone account for in general between 58 to 86 per cent of public current expenditure on education, with American Samoa and Brunei Darussalam being exceptions, posting around 33 per cent only.

Table 19. Public Current Expenditure as percentage of GNP per capita by level of education

Country/Territory	Year	All levels	Pre-primary +1st level	2nd level	Pre-primary +1st level +2nd level	3rd level
Southern Asia and Turkey						
Afghanistan	1980	22	11	46	15	248
	1990	33	...	...	30	181
Bangladesh (1)	1981	8	4	15	7	47
	1989	11	6	24	10	42
India	1980	17	9	14	11	72
	1987	18	12	16	13	84
Iran, Isl. Rep. of	1981	24	16	26	19	110
	1990	12	6	14	9	70
Nepal	1980	17	...	...	10	247
	1985	20	9	19	12	230
Pakistan	1980	16	9	18	12	134
	1987	25	14	29	18	161
Sri Lanka	1980	10	...	...	9	72
	1990	7	...	...	6	49
Turkey	1980	13	8	11	9	119
	1986	9	6	7	6	47
South-eastern Asia						
Brunei Darussalam	1980	4	2	5	3	235
	1990	14	5	12	7	89
Malaysia	1980	21	11	22	15	149
	1987	24	15	26	19	124
Myanmar	1987	9	...	...	8	40
Philippines	1980	6	6	4	5	14
	1988	8	...	...	6	11
Singapore	1980	12	7	13	9	43
	1987	15	9	14	11	56
Thailand	1981	13	10	19	12	20
	1990	16	13	16	14	26
Eastern Asia						
China (2)	1980	10	4	13	6	362
	1989	12	5	15	8	192
Hong Kong	1980	9	5	9	6	45
	1989	11	6	12	8	47
Japan (3)	1980	18	13	17	14	21
	1988	22	14	16	15	49
Korea, Rep. of	1980	11	11	10	10	16
	1990	12	12	11	11	6

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Table 19 (cont'd). Public Current Expenditure as percentage of GNP per capita by level of education

Country/Territory	Year	All levels	Pre-primary + 1st level	2nd level	Pre-primary + 1st level + 2nd level	3rd level
Oceania						
American Samoa	1986	21	11	36	17	51
Australia	1980	22	...	...	17	51
	1989	23	...	...	16	55
Fiji	1981	21	16	33	21	38
	1989	18	12	26	16	90
French Polynesia (1)	1990	16	10	24	15	116
Guam	1985	28	16	40	26	...
Kiribati	1981	27	12	110	23	.
	1989	18	11	35	15	35
New Caledonia (4)	1981	29	10	80	30	13
	1990	32	22	45	31	18
New Zealand	1980	19	14	14	14	60
	1990	24	16	16	16	59
Samoa	1990	13	10	10	10	...
Tonga	1980	9	9	5	7	100
	1985	13	11	9	10	107
Vanuatu	1990	22	15	50	19	.
Former U.S.S.R. (5)	1980	29	30	13	23	43
	1990	28	30	12	24	43

Notes

(1) Data refer to expenditure of the Ministry of Education only.

(2) Expenditure on specialized second level and technical/vocational schools is not included.

(3) For 1980, data do not include public subsidies to private education. For 1988, data refer to public and private expenditure on education.

(4) For 1990, data refer to expenditure of the Ministry of Education only.

(5) Expenditure on pre-primary education includes play centres. General education at the second level is included with first level. Total second level therefore refers to technical and vocational education only. Special education is included partly with primary and partly with secondary education.

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Table 20. Percentage Distribution of Public Current Expenditure on Education by Purpose

Country/Territory	Year	Administration other than personnel	Emoluments				Teaching materials	Scholarships	Welfare Services	Other exp & subsidies not distributed
			Administrative staff	Teaching staff	Other personnel	Total emoluments				
Southern Asia and Turkey										
Bangladesh (1)	1989	...	...	...	...	55.5	0.2	./.	./.	44.4
India	1987	...	8.7	70.3	-	79.1	0.9	2.3	0.4	17.4
Turkey (2)	1989	0.3	5.3	83.2	-	88.5	0.5	0.7	2.3	7.7
South-Eastern Asia										
Brunei Darussalam	1988	6.0	19.0	33.8	0.2	53.1	10.6	9.2	15.4	5.8
Malaysia	1987	1.5	2.9	64.4	-	67.2	4.8	2.1	1.1	23.4
Philippines (3)	1990	...	...	...	...	96.1	0.6	-	0.1	3.1
Singapore	1987	...	...	...	...	85.9	2.3	0.5	0.2	11.1
Thailand	1990	5.7	13.5	62.0	5.3	80.7	4.0	0.1	0.2	9.3
Eastern Asia										
China (4)	1989	8.1	...	...	...	68.5	5.8	2.8	4.4	10.4
Hong Kong	1984	10.6	---->	76.5	...	...	1.9	0.4	1.1	9.5
Japan (5)	1988	./.	...	...	...	60.5	./.	./.	./.	39.5
Korea, Rep. of	1990	...	10.2	61.2	-	71.4	1.1	0.8	7.1	19.7
Oceania										
American Samoa	1986	0.3	21.0	33.1	9.8	63.9	6.4	4.5	16.1	8.8
Australia (3)	1989	./.	...	...	...	76.8	...	6.8	2.2	14.2
Cook Islands	1986	...	...	...	...	78.9	3.5	0.6	...	17.1
Fiji	1989	2.6	...	...	-	82.2	3.9	-	2.2	9.1
French Polynesia	1990	...	8.4	83.2	-	91.6	0.8	...	3.9	3.7
Kiribati	1990	18.1	...	...	...	60.6	5.6	6.9	6.1	2.7
New Caledonia	1990	...	5.0	85.9	-	90.9	1.2	0.1	4.7	3.1
New Zealand (6)	1990	13.5	1.2	40.4	-	41.6	-	7.8	2.2	34.8
Niue	1988	8.6	19.4	63.3	4.8	87.5	3.9	-	-	-
Samoa	1990	6.4	11.0	72.3	1.0	84.3	0.7	-	1.4	7.3
Tonga	1985	0.5	8.3	57.8	1.5	67.6	2.4	6.4	1.7	21.5
Tuvalu	1990	2.2	2.8	58.1	-	60.9	5.2	-	28.1	3.6
Vanuatu	1990	...	...	...	...	89.8	./.	./.	./.	10.2

Notes

When the symbol ./. is shown without an explanatory note, the corresponding data are included with "other expenditure", in the last column. The symbol ... is used when due to questionnaire the reply is not clearly shown whether the relevant expenditure is nil or included with other categories.

(1) Data refer to expenditure of the Ministry of Education only and expenditure in the last column refers mainly to subsidies not distributed.

(2) Expenditure on third level education is not included.

(3) Expenditure on "administration other than personnel" is included with "total emoluments".

(4) Expenditure on specialised second level and technical/vocational schools is not included.

(5) Data refer to public and private expenditure on education.

(6) Data in the last column refer mainly to subsidies for third level education.

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Almost all countries continue to devote less than 10 per cent of public current expenditure on teaching materials, scholarships, and welfare services taken together. These items of spending may account for even less than one per cent in some countries. It was mainly in Brunei Darussalam, China, American Samoa, Kiribati, and Tuvalu where such spending seemed to have been given due attention, with combined percentages of more than 10 per cent.

It may be concluded from the analyses in this report that increased effort is needed to improve the comprehensiveness, precision and comparability of statistics on education in general, and statistics on education finance in particular. For example, it is only by better distributing the sizable expenditure under 'Other expenditure and subsidies not distributed' and similar residual categories that more complete and meaningful comparisons can be established.

Table A. National Education Structures

P : First level S : Second level S1 : Second level, first stage S2 : Second level, second stage

Country/territory	Compulsory education		Entrance age to pre-primary education	Age and duration of first and second level (general) education													
	Age limits	Duration (Years)		5	6	7	8	9	10	11	12	13	14	15	16	17	18
Afghanistan	7-15	8	3			P---	---P---	---P---	---P---	---P---	---P---	---P---	---P	S-----	---S----	---S----	---S
Bangladesh	6-10	5	5		P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1---	---S1	S2----	---S2	
Bhutan	-	-	5			P---	---P---	---P---	---P---	---P---	---P	S1----	---S1	S2----	---S2		
Brunei Darussalam *	5-16	9	5		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1---	---S1	S2----	---S2
Cambodia	6-12	6	5		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2---	---S2
China *	7-16	9	3			P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2		
Hong Kong *	6-15	9	3		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1---	---S1	S2----	---S2
India *	6-14	8	3		P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2---	---S2	
Indonesia	7-13	6	5			P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2
Iran, Islamic Rep. of	6-10	5	5		P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2---	---S2	
Japan *	6-15	9	3		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2	
Korea, DPR. of	5-15	10	4		P---	---P---	---P---	---P	S-----	---S----	---S----	---S----	---S----	---S			
Korea, Rep. of	6-12	6	4		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2	
Lao PDR	7-15	8	3		P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2		
Malaysia *	6-14	9	5		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2---	---S2
Maldives	-	-	4		P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1---	---S1	S2----	---S2	
Mongolia	8-16	8	3			P---	---P---	---P	S1----	---S1---	---S1---	---S1---	---S1	S2----	---S2		
Myanmar	5-10	5	4	P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2			
Nepal	6-11	5	3		P---	---P---	---P---	---P---	---P	S1----	---S1	S2----	---S2---	---S2			
Pakistan	-	-	3	P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2---	---S2		
Philippines	7-13	6	5			P---	---P---	---P---	---P---	---P---	---P	S-----	---S----	---S----	---S		
Singapore *	-	-	4		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2---	---S2
Sri Lanka	5-15	10	4	P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1---	---S1---	---S1	S2----	---S2	
Thailand	7-15	6	3		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2	
Turkey	6-14	5	4		P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2		
Viet Nam	6-11	5	3		P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2---	---S2	
American Samoa	6-18	12	3		P---	---P---	---P---	---P---	---P---	---P---	---P---	---P	S1----	---S1	S2----	---S2	
Australia *	6-16	9,10	4		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2	
Cook Islands	5-15	10	4	P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2		
Fiji *	-	-	3		P---	---P---	---P---	---P---	---P---	---P	S-----	---S----	---S----	---S----	---S----	---S	
French Polynesia	6-14	8	2		P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2---	---S2	
Guam	5-16	11	5		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2---	---S2	
Kiribati *	6-14	9	4		P---	---P---	---P---	---P---	---P---	---P---	---P	S-----	---S----	---S----	---S----	---S	
Nauru	6-16	10	4		P---	---P---	---P---	---P---	---P---	---P	S-----	---S----	---S----	---S----	---S		
New Caledonia	6-16	10	3		P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2---	---S2	
New Zealand	5-15	10	2	P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2---	---S2	
Niue	5-14	10	-	P---	---P---	---P---	---P---	---P---	---P---	---P---	---P	S-----	---S----	---S----	---S		
Papua New Guinea	-	-	5			P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2
Samoa	-	-	3	P---	---P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2---	---S2
Solomon Islands *	-	-	3		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2		
Tokelau	5-16	12	3	P---	---P---	---P---	---P---	---P---	---P---	---P---	---P---	---P	S-----	---S			
Tonga *	6-14	6	3		P---	---P---	---P---	---P---	---P---	---P	S-----	---S----	---S----	---S----	---S----	---S	
Tuvalu *	7-15	9	3	P---	---P---	---P---	---P---	---P---	---P---	---P	S-----	---S----	---S----	---S----	---S----	---S	
Vanuatu	-	-	3		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1---	---S1	S2----	---S2---	---S2
Former USSR *	6-17	11	3		P---	---P---	---P---	---P---	---P---	---P	S1----	---S1---	---S1	S2----	---S2		

** : Existence of alternative education structures.*

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Table B. Gross enrolment ratios by level and by sex

Country/territory	Year	Pre-primary			1st level			2nd level			3rd level		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Afghanistan			(3-6)			(7-14)			(15-18)			(20-24)	
	1981	0.2	0.2	0.2	37	58	14	10	16	4	1) 1.0	...	...
	1985	1	1	1	20	27	13	9	12	6	...	...	...
	1988	1	1	1	25	33	17	...	...	...	2) 2.0	2.0	1.0
Bangladesh			(4)			(5-9)			(10-16)			(20-24)	
	1980	...	...	...	62	76	46	18	26	9	3.0	5.1	0.9
			(5)			(6-10)			(11-17)				
	1985	...	...	...	60	70	50	18	26	10	5.0	8.0	2.0
	1990	3) 68	73	64	73	78	68	17	22	11	3.0	5.0	1.0
Bhutan						(6-11)			(12-16)			(20-24)	
	1980		...	...	16	...		...	...	...	0.3	0.4	0.1
						(7-11)			(12-16)				
	1983				24	32	17	...					...
						(7-12)			(13-16)				
	1988		...	...	26	31	20	5	7	2	...	...	...
China			(3-6)			(7-11)			(12-16)			(20-24)	
	1980	13	...	...	112	121	103	46	54	37	1.3	2.0	0.6
	1985	21	21	20	124	132	114	39	45	32	1.7	2.2	1.0
	1990	25	25	25	135	140	129	48	53	41	1.7	2.2	1.1
Hong Kong			(3-5)			(6-11)			(12-18)			(20-24)	
	1980	81	81	80	106	107	105	64	63	65	4) 10.5	14.2	6.4
	1985	94	94	94	104	105	103	72	70	75	5) 13.1	16.7	9.3
	1989				106								
India			(4)			(5-9)			(10-16)			(20-24)	
	1980	5	5	5	83	98	67	30	39	20	5.7	8.0	3.1
			(4-5)			(6-10)			(11-17)				
	1985	3	3	3	96	111	80	38	48	26	6.4	8.5	4.0
	1990	3	4	3	97	109	83	44	54	33			
Indonesia			(5-6)			(7-12)			(13-18)			(20-24)	
	1980	12	...	...	107	115	100	29	35	23	4) 3.9	5.3	2.4
	1985	15	...	...	117	120	114	41	...	...	6) 8.0	...	...
	1989	18			117	119	114	45	49	41	8.7		
Iran, Islamic			(5)			(6-10)			(11-17)			(20-24)	
Republic of	1981	15	16	15	93	109	77	42	52	32	1) 3.3	4.6	2.0
	1985	7	7	7	98	108	88	45	53	37	4.6	6.4	2.6
	1989	13	13	12	109	115	101	54	62	45			
Japan			(3-5)			(6-11)			(12-17)			(20-24)	
	1980	41	41	41	101	101	101	93	92	94	30.5	40.6	20.2
	1985	46	45	46	102	102	102	95	94	96	28.7	36.7	20.3
	1990	48	47	48	101	101	101	7) 96	94	97	7) 30.7	36.8	24.2
Korea, D.P.R.			(4-5)			(6-9)			(10-15)			(20-24)	
	1987				106	110	103						
Korea, Rep. of			(5)			(6-11)			(12-17)			(20-24)	
	1980	8	8	7	110	109	111	76	81	71	15.8	23.0	8.1
	1985	42	43	41	97	96	98	90	92	88	34.2	46.3	21.1
	1991	62	62	62	107	106	109	88	89	86	40.5	52.1	27.7
Lao P.D.R.			(3-5)			(6-10)			(11-16)			(20-24)	
	1980	2	2	2	113	123	104	21	25	16	0.5	0.7	0.3
	1985	7	7	6	111	121	100	23	27	19	1.7	2.1	1.2
	1989	7	7	7	104	116	91	26	31	21	1.4	1.8	0.9
Malaysia			(4-5)			(6-11)			(12-18)			(20-24)	
	1980	23			93	93	92	48	50	46	4.3	5.4	3.2
	1985	37			101	101	100	53	53	53	6.0	6.7	5.3
	1990	31	31	32	93	93	93	56	55	58	7.2	7.4	7.0
Mongolia			(4-7)			(8-10)			(11-17)			(20-24)	
	1980	25	...	...	108	108	108	91	85	97	4) 23.7	17.5	29.9
	1986	27			100	98	102	92	87	96	21.8	17.3	26.4
	1990				98	96	100						

Table B. Gross enrolment ratios by level and by sex (Cont'd)

Country/territory	Year	Pre-primary			1st level			2nd level			3rd level		
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Myanmar			(4)			(5-9)			(10-15)			(20-24)	
	1980				91	93	89	22					
	1985				98	101	96	23			8) 5.4		
	1989				127								
Nepal			(3-5)			(6-8)			(9-15)			(20-24)	
	1980				88	122	52	22	33	9	3.0	4.9	1.1
						(6-10)			(11-15)				
	1985	5) 1	1	1	82	110	51	26	38	12	4.9		
	1988				86	112	57	30	42	17	2) 5.6	7.1	3.4
Pakistan			(3-4)			(5-9)			(10-16)			(20-24)	
	1980				39	51	27	14	20	8			
	1985				48	61	34	18	24	10	2.8	3.9	1.5
	1990				37	47	26	22	29	13	7) 2.8	3.9	1.6
Philippines			(5-6)			(7-12)			(13-16)			(20-24)	
	1980				113	113	113	65	61	69	27.7	26.8	28.5
	1985	6	6	6	106	106	107	64	63	66	26.9		
	1990	7) 9	9	10	11	110	110	73	71	74	35.5		
Singapore			(4-5)			(6-11)			(12-17)			(20-24)	
	1980	13	13	13	108	109	106	58	56	59	7.9	9.3	6.4
						(6-11)			(12-18)				
	1985	21	21	20	115	117	113	62	61	64	5) 12.0	13.5	10.4
	1989	21	22	21	110	111	109	69	68	71			
Sri Lanka			(4)			(5-10)			(11-17)			(20-24)	
	1980				103	105	100	55	53	57	2.8	3.2	2.5
	1985				103	104	101	63	60	66	3.8	4.5	3.1
						(5-9)			(10-17)				
	1990				107	108	105	74	72	77			
Thailand			(4-6)			(7-12)			(13-18)			(20-24)	
	1980	10	10	10	99	100	97	29	30	28	4) 19.3		
	1985	18			96			30			19.6		
			(3-5)			(6-11)			(12-17)				
	1989	33			86	86	86	30	31	29	16.1		
Turkey			(4-5)			(6-10)			(11-16)			(20-24)	
	1980				96	102	90	35	44	24	6.1	8.8	3.3
	1985	5	5	5	113	117	110	42	52	30	9.6	12.6	6.4
	1990	4	5	4	110	114	105	54	66	42	13.7	17.4	9.6
Viet Nam			(3-5)			(6-10)			(11-17)			(20-24)	
	1980	35	33	37	109	111	106	42	44	40	2.3	3.8	1.0
	1985	32	31	34	102	105	99	42	43	40			
	1987				104								
Australia			(5)			(6-11)			(12-17)			(20-24)	
	1980	67	68	67	111	112	110	71	69	72	25.4	27.3	23.4
	1985	71	71	70	106	107	105	79	79	80	27.6	28.3	26.9
	1990	70	69	70	105	105	105	83	82	85	34.5	32.0	37.2
Fiji			(3-5)			(6-11)			(12-17)			(20-24)	
	1980	9	9	9	120	119	120	55	53	57	2.6		
	1985	7	10	5	122	122	122	51	51	51	3.2	4.0	2.4
	1991				128	128	128	65	63	67	11.3		
New Zealand			(3-4)			(5-10)			(11-17)			(20-24)	
	1980	54	55	54	111	111	111	83	82	84	28.6	33.2	23.7
	1985	63	63	63	107	108	106	85	84	87	34.0	36.5	31.5
			(2-4)			(5-10)			(11-17)				
	1990	46	46	46	106	106	105	89	88	91	7) 40.7	39.7	41.7
Papua New Guinea			(5-6)			(7-12)			(13-18)			(20-24)	
	1981	0.2	0.2	0.2	58	65	51	12			9) 1.9	2.8	0.9
	1985										1.7	2.3	0.9
	1990	0.4	1	0.4	71	77	65	12	15	10			
Former U S S R			(3-6)			(7-11)			(12-16)			(20-24)	
	1980	57			104			93			21.3		
	1985	60			105			98			21.8		
			(3-5)			(6-11)			(12-16)				
	1990	82	82	82	87	87	88	94	88	100	25.5	25.1	25.8

Notes: 1) Data refer to 1982; 2) Data refer to 1990; 3) Data refer to 1988; 4) Data refer to 1981; 5) Data refer to 1984; 6) Data refer to 1986; 7) Data refer to 1989; 8) Data refer to 1987; 9) Data refer to 1980

Table C . Enrolment by level of education

Country	Year	Pre-primary		First level		Second Level		Third Level	
		MF	%F	MF	%F	MF	%F	MF	%F
Asia									
Afghanistan									
	1981	4 970	44	1 198 286	19	159 390	20	1) 19 652	...
	1986	18 002	54	611 106	33	...	...	22 306	14
	1988	19 660	49	750 014	32	...	...	2) 24 333	2) 31
Bangladesh									
	1980	...	...	8 240 169	37	2 659 208	24	240 181	14
	1985	...	...	8 920 293	40	3 125 219	28	457 862	19
	1990	3) 2 317 181	3) 45	11 939 949	45	3 592 995	*33	434 309	16
Bhutan									
	1980	...	...	29 899	...	...	...	322	22
	1983	...	...	41 372	32	5 298	17	288	17
	1988	...	...	55 340	37	4) 3456	4) 29	...	...
Brunei Darussalam									
	1980	6 760	48	30 513	48	17 441	50	143	50
	1984	7 655	49	34 373	48	19 904	51	607	62
	1991	8 381	49	35 980	48	4)23103	...	...	...
China									
	1980	11 507 700	...	146 270 000	45	56 778 008	39	1 161 440	23
	1985	14 796 900	47	133 701 800	45	50 926 400	40	1 778 608	30
	1990	19 722 300	48	122 413 800	46	51 054 100	42	2 146 853	33
Hong Kong									
	1980	197 410	48	540 260	48	468 975	49	5) 63971	5) 31
	1985	229 089	48	534 903	48	450 367	50	6) 76 844	6) 35
	1989	...	...	536 100	...	...	...	...	...
India									
	1980	918 238	45	73 873 184	39	32 748 397	32	3 545 318	26
	1985	1 235 750	45	87 440 514	40	44 484 544	33	4 470 844	30
	1990	1 510 090	46	99 118 320	41	4) 54 180 391	4) 36	...	...
Indonesia									
	1980	1 005 226	...	25 537 053	46	5 721 815	36	5) 565501	5) 31
	1984	1 233 793	...	29 909 188	48	*8 722 310	*43	980 162	32
	1989	1 544 541	...	29 933 790	48	11 243 323	45	1 515 689	...
Iran, Islamic Rep									
	1981	195 639	47	5 283 377	40	2 836 144	38	1) 135 717	1) 30
	1985	106 986	47	6 788 323	44	4) 3 204 445	4) 40	184 442	29
	1990	227 492	48	9 369 646	46	5 084 832	41	312 076	...
Japan									
	1980	2 407 093	49	11 826 573	49	9 557 563	49	2 412 117	33
	1985	2 067 951	49	11 095 372	49	11 058 133	49	2 347 463	35
	1990	2 007 964	49	9 373 295	49	7) 11 143 930	7) 49	7) 2 683 035	7) 39
Korea D P R									
	1987	728 000	48	1 543 000	49	4) 111 000	4) 60	390 000	34
Korea, Rep. of									
	1980	66 433	45	5 658 002	49	4 285 889	45	647 505	*26
	1985	314 692	47	4 856 752	49	4 834 339	47	1 455 759	30
	1991	425 535	48	4 758 505	48	4 458 490	48	1 761 775	33
Lao P D R									
	1980	5 296	51	479 291	45	90 435	39	1 408	31
	1985	21 625	44	523 347	45	113 630	41	5 382	36
	1989	28 167	50	563 734	43	137 898	40	4 730	32
Malaysia									
	1980	170 955	...	2 008 973	49	1 083 818	48	57 650	39
	1985	293 801	...	2 199 096	49	1 294 990	49	93 249	44
	1990	328 813	49	2 455 522	49	1 420 173	50	114 755	47
Maldives									
	1980	...	...	30 621	...	998	...	...	...
	1986	2 327	...	39 775	...	...	...	...	...

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Table C. Enrolment by level of education (Cont'd)

Country	Year	Pre-primary		First level		Second Level		Third Level	
		MF	%F	MF	%F	MF	%F	MF	%F
Mongolia									
	1980	49 800	...	145 200	49	245 600	...	5)38200	5)63
	1986	61 668	...	155 740	50	4) 267805	4) 52	39 072	60
	1990	...	...	166 200	50	...	...	...	...
Myanmar									
	1980	...	...	4 148 342	48	1 066 300	...	...	...
	1985	...	...	4 710 616	48	1 284 900	...	8) 202 381	...
	1989	...	...	6 483 000	...	...	...	...	...
Nepal									
	1980	...	...	1 067 912	28	512 434	20	34 094	22
	1985	6) 16 864	6) 41	1 812 098	30	496 921	23	54 452	...
	1988	...	...	2 108 739	32	612 943	27	2) 93 753	2) 23
Pakistan (9)									
	1980	...	...	5 473 578	33	2 165 832	26	...	...
	1985	...	...	7 735 000	32	2 933 422	27	267 742	26
	1990	...	...	8 855 997	34	3 983 462	29	7) 304 922	7) 28
Philippines									
	1981	152 262	51	8 518 283	49	2 935 732	51	1 335 889	53
	1985	189 654	52	8 925 959	49	3 214 159	50	1 402 000	...
	1990	7) 321459	7) *49	10 427 077	*49	4 033 597	*50	1 709 486	...
Singapore									
	1980	11 142	47	291 649	48	180 817	50	23 256	39
	1985	15 658	47	278 060	47	4) 190 328	4) 51	6) 35 192	6) 42
	1989	17 858	47	257 833	47	4) 199 076	4) 50	...	...
Sri Lanka									
	1980	...	...	2 081 391	48	4) 1 258 002	4) 51	42 694	43
	1985	...	...	2 242 645	48	4) 1 462 794	4) 52	59 377	40
	1990	...	...	2 112 023	48	4) 2 081 842	4) 51	...	...
Thailand	1980	367 313	49	7 392 563	48	1 919 967		5) 911 166	...
	1985	672 080		7 150 489		6) 2 249 780		1 026 952	...
	1989	1 224 259		6 496 758	*49	2 217 749	48	952 012	...
Turkey									
	1980	...	...	5 656 494	45	2 217 909	...	246 183	25
	1985	117 819	48	6 635 858	47	2 927 [illegible]2	35	469 992	32
	1990	119 819	47	6 861 711	47	3 868 142	37	749 921	34
Viet Nam									
	1980	1 595 724	52	7 887 439	47	4) 3 846 737	47	114 701	24
	1985	1 701 681	52	8 125 836	48	4) 4 022 858	47	...	...
	1987	...	...	8 666 252	...	...	...	...	...
Oceania									
American Samoa									
	1981	1 809	*46	6 744	48	2 960	47	987	55
	1985	2 001	47	7 704	47	3 342	47	758	52
	1989	2 874	51	8 574	47	3 437	48	3) 909	3) 54
Australia (10)									
	1980	165 742	49	1 718 352	49	1 100 468	50	323 716	45
	1985	161 974	48	1 542 101	49	1 278 272	49	370 048	48
	1990	180 470	49	1 583 024	49	1 278 163	50	485 075	53
Cook Islands									
	1985	412	...	2 713	...	...	...	...	...
	1988	360	...	2 376	...	...	...	...	...
Fiji									
	1980	4 493	49	116 139	49	49 963	51	1 666	...
	1985	4 206	31	127 286	49	45 093	50	2 313	38
	1991	7 506	50	144 924	49	61 614	*50	7 908	...
French Polynesia									
	1981	9 354	49	29 012	48	13 306	55	...	...
	1984	11 937	49	27 401	48	17 052	54	...	...
	1990	15 860	49	28 270	48	20 311	53	...	...
Guam									
	1980	...	...	18 093	...	14 935	...	3 217	55
	1985	...	...	16 783	...	14 557	...	11) 7 052	11) 53
	1988	...	...	15 516	...	16 017	...	...	...

Table C. Enrolment by level of education (Cont'd)

Country	Year	Pre-primary		First level		Second Level		Third Level	
		MF	%F	MF	%F	MF	%F	MF	%F
Kiribati									
	1980			13 235	49	2 440	46	-	-
	1985			13 440	49	2 196	50	-	-
	1990			14 709	50	3 003	49	-	-
Nauru									
	1985	383	49	1 451	47	482	50	-	-
New Caledonia									
	1980	10 313	50	...	...	11 945	54	438	39
	1985	8 647	49	22 517	48	18 351	52	761	44
	1991	11 431	48	22 325	48	21 908	52	...	...
New Zealand									
	1980	56 858	49	381 262	49	352 427	49	76 643	41
	1985	60 666	49	329 337	49	354 080	50	95 793	46
	1990	72 025	49	314 487	49	335 456	50	7) 120 821	7) 50
Niue									
	1980	...	...	666	...	397	...	-	-
	1986	...	...	446	51	280	51	-	-
	1988			453	49	194	45	-	-
Papua-New-Guinea									
	1981	333	43	300 536	42	49 334		12) *5040	12) *22
	1985							5 068	23
	1990	934	46	415 195	44	65 643	38	...	...
Samoa									
	1980			33 012	48	19 785	49	5) 644	5) 7
	1986			31 412	48	20 604		...	...
	1989	...	...	37 833	48	...	...	...	...
Solomon Islands									
	1980			28 870	41	4 030		-	-
	1986			39 563	44	6 615	*38	-	-
	1988			52 979				-	-
Tokelau									
	1981	56	48	434	49	13) 488	13) 50	-	-
	1991	133	48					-	-
Tonga									
	1981			17 364	47	16 566	47	693	43
	1985			17 019	48	15 232	51	705	56
	1990			16 522	48	14 749	48	...	...
Tuvalu (14)									
	1980			1 327	...	248		-	-
	1986			1 280	49			-	-
	1990			15) 1485	15) 48	345	52	-	-
Vanuatu									
	1980	1 187	47	23 264	46	2 426	42	-	-
	1985			22 897				-	-
	1991			24 952	47	4 184	43	-	-
Former U.S.S.R.									
Former U.S.S.R.	1980	10 212 000		21 713 900		20 274 500		5 235 200	
	1985	11 546 000		23 585 000		20 513 200		5 147 200	
	1990	12 609 000	49	25 633 000	49	21 090 000	52	5 253 088	49

Notes:

1) Data refer to 1982
2) Data refer to 1990
3) Data refer to 1988
4) General education only
5) Data refer to 1981
6) Data refer to 1984
7) Data refer to 1989
8) Data refer to 1987
9) First level education includes pre-primary
10) Pre-primary data refer to pre-year 1 in primary schools
11) Data refer to 1986
12) Data refer to 1980
13) Data refer to 1983
14) Data on first level include 3 years of education provided in community training centres (grades 8-10)
15) Public education only

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Table D. Teachers by level of education

Country/territory	Year	Pre-primary		First level		Second level		Third level	
		MF	%F	MF	%F	MF	%F	MF	%F
Asia									
Afghanistan	1981	430	100	37 537	21	...	...	...	...
	1986	1 505	100	16 414	55	...	...	1) 1 418	...
	1990	...	...	...	...	...	...	1 342	24
Bangladesh	1980	...	...	153 859	8	111 927	7	12 428	11
	1985	...	...	189 900	8	112 700	8	16 187	18
	1990	2) 63 054	2) 18	189 508	19	130 949	10	22 447	13
Bhutan	1980	...	...	...	...	...	...	37	*27
	1983	...	...	1 167	...	394	...	35	...
	1988	...	...	1 513	...	...	...	...	...
Brunei Darussalam	1980	324	77	1 671	45	1 413	34	57	32
	1986	392	88	2 225	54	2 022	...	151	16
	1989	...	...	3) 2842	3) 61	...	...	...	...
China	1980	410 700	82	5 499 400	37	3 171 564	25	246 862	25
	1985	549 900	96	5 376 800	40	2 966 400	28	344 262	27
	1990	749 600	96	5 581 810	43	3 491 200	32	394 567	29
Hong Kong	1980	5 177	98	17 937	73	15 986	49	4) 4 992	4)16
	1985	6 959	98	19 404	74	18 773	49	5) 5 928	5)24
	1987	7 628	99	19 625	74	20 183	49	...	...
India 6)	1980	...	...	1 345 376	26	7) 1 731 97	7) 30	...	...
	1985	...	...	1 509 910	27	7) 2 126 73	7) 31	302 843	21
	1990	...	...	1 636 898	29	7) 2 331 79	7) 33	...	...
Indonesia	1982	42 688	...	971 893	33	*469 631	...	74 470	17
	1984	56 489	...	1 131 271	...	567 223	...	75 589	18
	1989	91 714	...	1 286 286	50	870 455	33	67 700	...
Iran, Islamic Rep. of	1982	8 394	*99	280 649	*52	188 064	*36	11 483	19
	1985	5 795	100	309 736	52	7) 195 319	7) 39	15 040	15
	1990	8 520	100	339 189	54	216 273	41	23 376	17
Japan	1980	110 037	88	470 991	57	554 078	26	213 537	14
	1985	107 686	88	464 173	56	619 105	28	243 507	14
	1991	101 493	94	444 983	59	8) 651 728	8) 29	8) 271 109	8) 16
Korea, D.P. Rep. of	1987	35 000	100	59 000	90	7) 2 468 00	7) 49	27 000	19
Korea, Rep. of	1980	3 339	85	119 064	37	109 546	26	9) 21 173	9) 15
	1985	9 281	90	126 785	43	140 942	30	9) 34 300	...
	1991	19 741	94	138 207	52	188 860	35	77 458	20
Lao, D.P. Rep. of	1980	252	100	16 109	30	4 703	...	140	18
	1985	1 327	100	21 033	32	10 146	35	534	25
	1989	1 519	100	19 970	37	11 720	39	698	19

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Table D (cont'd). Teachers by level of education

Country/territory	Year	Pre-primary		First level		Second level		Third level	
		MF	%F	MF	%F	MF	%F	MF	%F
Malaysia	1980	...	...	73 664	44	47 625	45	5 541	26
	1985	9 056	98	91 424	50	58 630	47	8 213	22
	1990	10 773	...	120 505	57	74 400	51	8) 10 697	...
Mongolia	1980	1 813	100	...	...	7) 13 900	...	4) 2 400	4) 38
	1986	2 349	...	5 045	...	...	...	2 712	39
	1990	...	...	5 917	58	...	...	...	...
Myanmar	1980	...	...	80 343	...	31 248	...	...	...
	1985	...	...	117 001	...	63 168	...	1) 9 028	...
	1989	...	...	192 630	...	...	...	...	...
Nepal	1980	...	...	27 805	10	16 376	9	2 918	16
	1984	733	61	46 484	10	17 069	9	...	...
	1988	...	...	57 204	11	21 132	8	8) 4694	...
Pakistan	1980	...	...	150 004	32	123 817	30	...	...
	1984	...	...	191 598	32	155 140	31	15 928	25
	1990	...	...	218 300	33	209 195	32	...	...
Philippines	1981	...	...	273 492	...	85 465	...	44 506	...
	1985	4 636	...	289 251	...	99 468	...	57 000	...
	1989	10 988	...	314 838	...	118 805	...	53 385	42
Singapore	1980	...	...	9 463	66	9 298	52	2 270	19
	1985	684	100	10 363	69	7) 8 562	7) 58	...	...
	1989	776	100	9 998	71	7) 9 236	7) 63	...	...
Sri Lanka 10)	1981	...	...	131 656	...	...	...	4 652	...
	1985	...	...	144 707	...	...	...	3 359	...
	1987	...	...	143 452	...	...	...	...	...
Thailand	1980	...	...	...	...	...	...	19 594	...
	1985	33 119	...	369 822	...	5) 118 422	...	30 905	...
	1989	...	...	365 246	...	130 558	...	52 317	...
Turkey	1980	...	...	212 456	41	112 178	...	21 577	25
	1985	5 903	99	212 717	42	138 640	36	22 968	30
	1990	7 119	100	225 852	43	159 401	39	34 469	32
Viet-Nam	1980	57 605	100	204 104	65	...	...	17 242	22
	1985	65 718	100	235 791	70	...	...	...	...
Oceania								...	...
American Samoa	1981	...	...	11) 330	...	11) 132	...	...	...
	1985	98	100	454	63	203	36	...	...
	1989	103	99	461	64	222	39	...	...
Australia	1980	...	...	3) 91 280	3) 70	85 340	45	12) 22 134	...
	1985	...	...	3) 97 070	3) 72	105 955	48	12) 22 659	12)23
	1990	...	...	3)12) 95 916	3)12) 73	103 298	50	12) 27 824	12)33
Cook Islands	1985	...	...	162	...	...	...	...	...
	1988	23	96	137	69	...	...	...	...

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Table D (cont'd). Teachers by level of education

Country/territory	Year	Pre-primary		First level		Second level		Third level	
		MF	%F	MF	%F	MF	%F	MF	%F
Fiji	1980	196	100	4 097	57	2 564	41	...	...
	1985	308	99	4 396	58	2 954	43	249	18
	1991	375	...	4 664	...	...	...	277	33
French Polynesia	1981	350	100	1 544	69	870	...	...	...
	1984	462	100	1 337	...	1 166	38	...	...
	1990	626	100	1 976	...	1 497	45	...	...
Guam 11)	1980	...	...	674	...	553	...	...	...
	1985	...	...	711	...	589	...	...	...
	1988	...	...	701	...	678	...	...	...
Kiribati	1980	...	...	435	48	154	39	...	...
	1985	...	...	460	51	160	38	...	...
	1990	...	...	514	57	247	32	...	...
Nauru	1985	20	100	71	61	40	45	-	-
New Caledonia	1980	...	...	...	...	...	...	97	48
	1985	355	...	1 131	...	1 265	...	63	...
	1991	461	...	1 096	...	1 669	...	...	...
New Zealand	1980	...	...	12)13) 22 89	12)13) 6	...	...	7 694	18
	1985	1 459	99	12)13) 16 54	12)13) 7	...	...	8 300	24
	1989	1 672	99	12)13) 16 15	12)13) 7	...	...	10 337	42
Niue	1980	...	...	45	...	25	...	...	...
	1986	...	...	31	71	29	34	...	...
	1988	...	...	32	63	27	48	...	...
Papua New Guinea	1981	...	...	9 935	29	2 289	32	14) 1 638	...
	1987	...	...	12 294	33	2 922	33	...	...
	1990	...	...	13 105	32	8) 3 057	8) 33	...	...
								-	
Samoa	1980	...	...	15) 1 438	15) 71	...	...	4) 79	...
	1986	...	...	15) 1 511	15) 74	...	...	...	...
Solomon Islands	1980	...	...	1 148	26	257	26	-	-
	1986	...	...	1 849	34	...	...	-	-
	1988	...	...	2 305	...	...	...	-	-
Tokelau	1981	3	100	21	76	...	...	-	-
	1991	5	100	...	...	...	...	-	-
Tonga	1981	...	...	695	59	...	...	64	39
	1985	...	...	744	62	840	45	...	...
	1990	...	...	689	69	832	49	...	...
Tuvalu	1980	...	...	...	...	...	...	...	...
	1986	...	...	58	74	...	...	...	...
	1990	...	...	72	72	31	32	...	...

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Table D (cont'd). Teachers by level of education

Country/territory	Year	Pre-primary		First level		Second level		Third level	
		MF	%F	MF	%F	MF	%F	MF	%F
Vanuatu	1981	49	100	1 076	39	*188	*31	...	...
	1991	...	...	16) 869	16) 40	...	...	...	...
Former U.S.S.R.	1980	1 081 000	...	2 321 000	*71	...	...	365 300	...
	1985	1 389 000	...	2 520 000	...	...	...	377 300	...
	1990	1 614 000	100	3 095 000	75	...	...	470 000	...

Notes:

1) data refer to 1987
2) data refer to 1988
3) data on first level include pre-primary education
4) data refer to 1981
5) data refer to 1984
6) data on primary teaching staff do not include teachers attached to secondary schools
7) data refer to general education only
8) data refer to 1989
9) full-time only
10) data on primary education include general education at the second level
11) public only
12) data are expressed in full-time equivalent
13) data include special education
14) data refer to 1980
15) data include intermediate education
16) data exclude independent private schools